

**THE USE OF PICTURES TO IMPROVE THE STUDENTS'
SPEAKING ABILITY OF XI IS 2 OF SMA N 1 KASIHAN IN
THE ACADEMIC YEAR OF 2011/2012**

A THESIS

Presented as Partial Fulfilment of the Requirements
for the Attainment of a *Sarjana Pendidikan* Degree
in English Language Education



By:

Riesty Wulandari

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL

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A THESIS

BY

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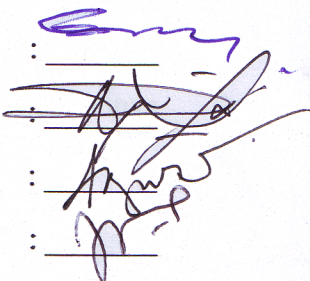
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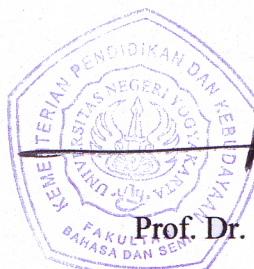


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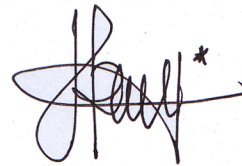
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Menyatakan bahwa Karya Ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, Karya Ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan Karya Ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 27th June 2012

A handwritten signature in black ink, featuring a stylized 'R' and 'W' with a small asterisk at the end.

Riesty Wulandari

DEDICATIONS

This thesis is dedicated to:

My Lord for all the blessings and miracles

My two wonderful men, Gunawan and Ganendra

My beloved parents

My beloved brothers and sisters

All my friends

All the creatures in the universe

MOTTO

Nothing is impossible,

There must be a miracle, when you believe,

Love could conquer everything,

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All praise is to Allah, the all-Merciful for the blessing given to me so that I could finish this thesis.

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Finally, I realize that this thesis is far from being perfect. However, I still have a hope that it will be one of some contributions in the practice of the English teaching and learning.

Riesty Wulandari

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ABSTRACT

This research is aimed at improving the students' speaking ability of XI IS 2 of SMA N 1 Kasihan in the academic year of 2011/2012. This research is an action research.

The research followed the principles of the action research procedures. It tried to find the actual problems in the field and tried to solve them collaboratively. The researcher worked together with other research team members, such as the English teacher and the students of class XI IS 2 in SMA N 1 Kasihan. The research process consists of identifying the field problems, selecting the field problems based on the feasibility to be solved, and conducting objective analysis. In planning, implementing, observing, and reflecting the actions, the researcher worked collaboratively with the English teacher and the students of class XI IS 2 of SMA N 1 Kasihan. The data were collected through observing the English teaching-learning process and interviewing the. The data in the form of scores were also collected by conducting the pre-test and post-test activities.

The researcher and other research team members found three problems which were feasible to solve. The problems were the lack of facilities in presenting the materials, the lack of input activities in speaking and the lack of media to motivate the students in speaking. The actions to solve the problem were using Power Point program through a viewer to present the material, applying listening activity in speaking lesson and using pictures to help the students to speak. Those actions gave positive results. Firstly, the students were more motivated and more interested in involving the English lesson. Secondly, the students' fluency, pronunciation, accuracy and vocabulary were increasing. Thirdly, it was easier for the students to perform speaking by using pictures. The students' average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students' speaking ability. It can be concluded that using pictures can effectively improve the students' speaking ability.

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering English requires some skills. For more than six decades now, research and practice in English language teaching have identified the “four skills” as of paramount importance. The four skills are listening, speaking, reading, and writing (Brown 2000: 232). Listening and reading are input skills while speaking and writing are output skills. These four English skills must be mastered by the students in schools and universities gradually.

Nowadays, the ability of English is really needed either passively or actively. Passive English ability means an ability in which someone can receive messages from someone’s utterances or writings in English. Meanwhile, active English ability means an ability in which someone can use and practice English actively. This ability is required not only for academic but also other purposes like business, tourism, and some jobs like steward/stewardess, waiter /waitress, marketing officers, receptionist, operators, and so on.

Recently, many references and literatures are written in English. As we know, most of all experts’ works in many subjects in the world like science, linguistics, history, anthropology, medical, economy, politics, international relationship and laws have already been translated from their original languages to English. This is an effective way to make people from many countries who speak

different languages comprehend those experts' works. The function of English as an international language clearly eases people to communicate widely so that studying all languages to learn certain subjects is not needed. Therefore, students need to be able to master passive English ability. Active English ability is also needed not only for communication but also some other purposes like jobs when they are already graduated. Recently, many companies' owners will prefer applicants who are able to speak English to join and work in their companies. This cannot be denied for the globalization era nowadays requires us to connect widely to the world, of course, with its' international language, that is English.

When the students who are the future agents of this nation cannot adapt themselves to the globalization era, they will be left behind by other nations' human resources. This means that our human resources are really required to prepare themselves to face the modern era. One of the important aspects is the language mastery, especially English which now officially becomes the international language. Also, when the students cannot speak English they cannot interact to the foreigners, exchange their opinions, thoughts and ideas which can help the students to enrich their knowledge and enhance their self development.

According to *Standard of Competence and Basic Competence for SMA/MA 2006*, students, especially in senior high schools are directed to be able to communicate in English in a certain literacy level. Those literacy levels are *performative, functional, informational and epistemic*. In *performative level*, students are able to read, write, listen, and speak with symbols used. In *functional level*, students can use the language to fulfill their daily needs like reading

newspapers and manuals. Meanwhile in *informational level*, students are able to access knowledge by their language abilities. In *epistemic level* students can express their knowledge to the target language.

To achieve those literacy levels, especially *epistemic level*, speaking class is held in senior high schools. The main goal of speaking classes is to make the students able to communicate in English. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Based on the teaching practice experience in KKN PPL program in SMA N 1 Kasihan Bantul held in July until September 2010, some problems were still found on the students' ability in English, primarily in speaking. SMA 1 Kasihan Bantul is an RSBI school (*Rintisan Sekolah Berstandar Internasional* - Pilot International School Based) which expects its students to be able to use English in their academic and daily lives. Nevertheless,. Some of them were not active in expressing their thoughts, opinions and ideas through speaking English. When they were asked by teachers to speak in front of the class, they would bargain the command or even directly refused it. Most of them were still too shy and confused about what to speak. They were not confident to speak English.

The researcher thinks that the students need visual media to stimulate them to speak. Students felt confused when they were asked to speak. When they were confused, they were difficult to imagine or remember things that they wanted to convey. They need an aid of instrument to stimulate and guide them in speaking. Pictures are instruments which can help students to speak. Pictures can create an

illustration in which students' minds are focussed on the meaning and use of the language being taught and the language experienced by the students as essential to their participation in the activity. Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn.

Based on Miarso's opinion, it can be concluded that pictures are instruments that really can help students improving their speaking abilities. Pictures have some specialities. Pictures can be found everywhere in our daily lives easily like in advertisement, photographs, newspapers, magazines, pamphlets, flashcards, and so on. Besides, we can get many pictures with cheap prices or even free. Teachers have wide opportunities in using pictures. They can set, modify and combine pictures with many techniques and games to reach the goal of speaking classes. Teachers can use their creativity as wide as possible in using the pictures. Also, students tend to love visual instruments in which they can directly see and think. Pictures will stimulate and motivate them to practice their English comprehension through speaking. From those reasons, it is clear that pictures are medias that can be used to improve the students' speaking ability.

Hopefully this study can help the teachers in teaching speaking to the students, especially those who are in class XI of senior high schools.

B. Identification of the Problem

In learning English, students might be able to do the tasks, home work, and even the final examination very well. They can fill the blanks with correct grammar, answer the questions from a text correctly, and rearrange the jumbled paragraph very well, and so on. However, they still face a great problem in speaking. Practicing knowledge is not easy. They should be trained thoroughly.

There are some problems in teaching speaking to the students. Those come from some main factors like the teachers and the students.

There are some problems coming from the teachers. First is the lack ability of the teachers in designing the materials. Teachers sometimes cannot create an atmosphere where the students have to speak. Although some students can practice speaking English well, some other students still do not participate in the tasks instructed by the English teacher. These students are mostly those who sit at the backside of the class. The teachers' instruction sometimes cannot be understood by some students. Teachers do not use any visual aid to help students to understand the materials.

A teacher as the facilitator in the class has an important role in directing the students' activities to achieve the learning goals. A teacher directs and leads the students to learn something. Therefore a teacher must be able to create an effective learning. In speaking, teachers must be able to create an atmosphere and activity where the students are expected to speak. The atmosphere can be in the form of contextual activities like role plays, dialogues, monologues, and playing

games. A teacher indeed must be creative in designing the activity. The irony is that not all teachers can create such activity on their classrooms.

Second is the lack of ability of the teachers in motivating the students. Motivation is very important. It is difficult to apply the learning activities when the students do not have any motivation in learning. A teacher is a motivator. He or she can give motivation outside the classroom like in the form of self approaching, suggestions and so on. Nevertheless in the classroom teachers sometimes fail to motivate the students. They are too focused on materials. Although the teacher motivates the students with reward techniques (the teacher notes the students who can answer teachers' questions correctly), some students are still not motivated to speak. One way to motivate the students is through the material itself. Interesting material design is needed. Teachers actually can create and modify interesting and motivating materials to be applied on their speaking classes through pictures. Pictures are flexible materials that can be used to help students to learn many materials in English.

Meanwhile, students contribute also in speaking learning problems. One of the main problems is the students' lack of awareness in learning speaking. They don't realize the needs of English speaking in the real world. They also seldom find a situation where they have to speak English in their daily activities. They just learn English language as their obligation as students. Moreover, nowadays there is no speaking section in national final examination. Students think that learning speaking is just wasting their times. They just want to pass the examination with bright scores. Therefore, they learn more in reading, listening,

grammar, and so on. These are some problems in teaching and learning speaking in classes.

On this thesis the researcher observed one of RSBI (Rintisan Sekolah Berstandar Internasional) schools in Jogjakarta, that is SMA 1 Kasihan Bantul. This school has 23 classes with 782 students. It also has a great number of teachers, they are 74 teachers in which 80% of them are certified by the government. Also, this school has facilities that support the English teaching learning process like English laboratory, Computer laboratory, LCD, black and white boards, air conditioned-classrooms and sound systems. There are 16 kinds of extra classes held after school, including English Speaking Club. This school also won some of speech competitions both in regional and national scale. Nevertheless, not all the students have great ability in English, especially in speaking. From those 782 students, only some students in some classes show their great comprehension in speaking English. Most of the classes still need serious treatment, especially in speaking.

This school has great potencies in the quantity of the students and the facilities. However, it still has a problem in increasing the speaking ability among the students. I intend to improve the students' speaking ability through the using of pictures in SMA 1 Kasihan Bantul.

C. Problem Limitation

Limitation of the problem is needed for the study to have a clear focus. All factors that are mentioned in the identification of the problem seem so general.

This study focuses its discussion on improving the students' speaking ability by using pictures.

D. Formulation of the Problem

Based on the background above, there is a specific question related to it. The question as the formulation of the problem of this thesis is "How can the students' speaking ability be improved by using pictures in SMA 1 Kasihan Bantul?".

E. Objective of the Study

Based on the formulation of the problem, the objective of the study is to improve the speaking ability of class XI IS 2 of SMA 1 Kasihan Bantul.

F. Significances of the Study

The significances of this study are:

1. Theoretically

The research study can be one of the references in creating interesting English speaking classes to motivate the students in speaking.

2. Practically

- a. The result of the study can be useful information for teachers, students, schools and general readers about improving students' speaking ability.

- b. The finding of the study will enrich and enlarge the knowledge of improving students' speaking ability in the English Education Department of Yogyakarta State University.
- c. The procedures and findings of the study are expectedly to inspire other researchers interested in replicating a study with a similar theme or purpose.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

In this section, the researcher presents some terms and concepts that are related to the topic. These are speaking and pictures.

1. Speaking

a. The nature of speaking

To speak is to utter words, communicate orally, deliver a public talk or address, utter vocally, use or able to use words in speech as a foreign language (Webster, 1983).

According to Chaney (1998:13), speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Florez (1999) as cited by Bailey (2005:2) asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

In addition, Valette (1983:120) also states that at functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.

Finocchiaro and Brumfit (1983:140) consider that the speaking activity consists of mental and physical acts which are interrelated and which must take

place instantaneously and simultaneously. They consider speaking as a complex skill which involves the knowledge of sounds, structures, vocabulary and culture subsystems of the language. Moreover, Finocchiaro and Brumfit (1983:140) say that :

.....the speaker must think of the ideas they wish to express, either initiating in a conversation or responding to a previous speaker, b. Change the tongue, lips and jaw positions in order to articulate the appropriate sounds, c. Be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea, d. Be sensitive to any change in the “register” or style necessitated by the person (s) to whom they are speaking and the situation in which the conversation is taking place, i.e. change the direction of their thought on the basis of other person’s responses.

In everyday language use, people normally focus their attention primarily on the meaning on what they say or hear rather than on its linguistic form. “Language is seen as a system of rules but also as a dynamic resource for creation of meaning” (Nunan, 1989). They would surely speak a language to communicate their ideas and feelings to others. They already know each other. They also will learn something from their neighborhood by speaking. “In speaking, we make conscious decisions about the messages we want to convey, but the lower-level choices of structure and vocabulary occur more or less automatically” (Littlewood, 1981).

Clark and Clark (1977) state that speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. They promise, bet, warn, and exclaim to affect them in still other ways. The

nature of the speech act should therefore play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and then select and utter a sentence they believe will bring about just this effect. Speaking, therefore, appears to be divided into two types of activity: planning and execution, utterers. Speaker firstly plan what they want to say based on how they want to change the mental state of their listeners. They then put their plan into execution, uttering the segments, words, phrases, and sentences that make up the plan.

In planning what to say, speakers implicitly have a problem to solve : What linguistic devices they should select to affect the listener the way they intend. The solution to this problem is not easy. It requires a battery of considerations, including these five :

1. Knowledge of the listener

Speech planning depends on what the speakers think about how much their listeners know. They may refer to a third person as she, my next door neighbour, the woman over there, and so on. Based on this knowledge the speakers will be able to plan their speech.

2. The Cooperative Principle

In this principle the speakers expect their listeners to assume that they are trying to be cooperative – that they are trying to tell the truth and be informative, relevant and clear. They can therefore make an exclamation about a glorious day out on a rainy day, for example, and be confident that their listeners will catch the irony.

3. The Reality Principle

Speakers expect their listeners to assume they will talk about comprehensible events, states, and facts. Thus the invented compound alligator-shoes will be constructed as “shoes made from alligators”, not as shoes for alligators, an unreal analogous to the legitimate horse-shoes.

4. The Social Context

Different social contexts lead to different uses of vocabulary. Depending on the listener’s status, speakers will address him as Floyd or Mr. Thursby. Depending on the formality of the situation, they will refer to the police as policemen or cops.

5. The Linguistic Devices Available

Many things speakers may want to talk about have no ready linguistic expression. To refer to an odd-looking house one may have to use a circumlocution like ranch-style cottage with Californian gothic trim simply because no better single expression available.

O’Malley and Pierce (1996) as quoted by Hughes (2002:74) state that speaking means negotiating intended meaning and adjusting one’s speech to produce the desired effect on the listener.

b. Teaching speaking

1) Definition

According to Harmer (2007: 123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to be active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.

Hughes (2002:135) states that there are three basic aspects of spontaneous speech which language learners need to be made aware of, and which language teachers may find it helpful to reflect on. The elements from the way speech is produced are;

- a. speaking is fundamentally an interactive task; as someone speak, s/he makes an interaction with others,
- b. speaking happens under real-life processing constraints; as it forces someone to do so,
- c. speaking is more fundamentally linked to the individual who produces it than the written form is.

2) English teaching curriculum in Indonesia

The spirit of decentralization, as showed by act of local autonomy No. 22, 1999 revised by Act of local Autonomy No.32, 2004 and hand in hand with Act No. 20, 2003 has been seen in the 2006 curriculum (School-based Curriculum) launched by government.

Basically, the 2006 syllabus is as similar with the 2004 syllabus. Principle of developing the 2004 competence-based syllabus are scientific based, learner's needs, systematic, relevant, consistent and adequate (Dikdasmen 2004:11). Furthermore, there are six steps of developing this syllabus; (1) writing subject identity, (2) formulating standard competence,(3) deciding basic competence, (4) deciding material and its explanation, (5) deciding learning strategy, and (6) deciding time allocation and resources (Dikdasmen 2004:25).

The characteristics of Curriculum 2006 are the following (DEPDIKNAS, 2006) :

- 1) emphasizing the attainment of the students' competence individually and classically;
- 2) orienting toward learning outcomes, and diversity;
- 3) using genre approaches in the learning process and greatly is influenced with *Systematic Functional Grammar of Halliday*.
- 4) accepting any other educative learning sources besides teachers;
- 5) emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence.

- 6) using special terms such as standar kompetensi (Standard of Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading and writing); Kompetensi Dasar (Basic Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, writing).; indikator (Achievement Indicators) refers to a specific basic competence that can taken as a standard to assess the attainment of a learning process; Materi Pokok (Core Materials) refers to core materials or lessons that students have to learn in a learning process.

c. Teaching speaking to senior high schools

Based on Standard of Competences and Basic Competence of English teaching and learning for Senior High Schools KTSP 2006, teaching English to senior high schools is directed to develop students' communication ability in a certain literacy level. Those literacy levels are *performative*, *functional*, *informational* and *epistemic*. In performative level, students are able to read, write, listen, and speak with symbols used. In functional level, students can use the language to fulfill their daily needs like reading newspapers and manuals. Meanwhile, in informational level, students are able to access knowledge by their language abilities. In epistemic level students can express their knowledge to the target language.

The scopes of learning speaking in Senior High Schools are as follow :

a) Textual ability. It is ability to comprehend and/or produce oral texts realized in speaking skill to achieve the *informational* literacy level.

b) Comprehension and creation ability of many short functional texts, monologues and essays in *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review*, and *public speaking*. The materials' gradation appears in the use of vocabulary, grammar, and rhetorical steps.

c) Supports Competence. It includes linguistic competence (the use of vocabulary, grammar, and pronunciation), socio-cultural competence (the use of idioms and speech act in various contexts), strategy competence (to solve the problems appeared in the communication process with many ways to maintain the communication process) and textual creation competence (the use of media to create a text).

d. Speaking teaching techniques

Technique is a procedure used to accomplish a specific activity or task. There are some techniques to teach speaking according to Nunan (2003: 156-158):

a. Information gap

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information.

For instance, one student has the direction to a party and must give the information to a classmate.

b. Jigsaw activities

Jigsaw activities are bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs. For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English to plan a week trip.

c. Role plays

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

d. Simulations

Simulations are more elaborate than role plays. In a simulation, properties and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in 'product' for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier.

e. Contact assignments

Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language. For example, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered.

Teachers can also use contact assignments in foreign language contexts if there are tourists, exchange students, or international business persons for your students to talk to in the target language. In a train station or at ferry terminal, for example, students can interview tourists. Afterwards the students compile the results of the class survey and report what they learned. In designing a contact assignment, be sure the required information cannot be gotten by reading available written information. The point is to get the students to speak with people using the target language.

There are some principles proposed by Brown (2000) for designing speaking techniques. Those are as follow :

1. Use techniques that cover the spectrum of learners' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

Make sure that our tasks include techniques designed to help students to perceive and use the building blocks of language. Do not bore your students to death with lifeless, repetitious drills.

2. Provide intrinsically motivating techniques.

Help the students to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3. Encourage the use of authentic language in meaningful contexts.

It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

4. Provide appropriate feedback and correction.

It is important to take advantage of teachers' knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.

When teachers focus on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7. Encourage the development of speaking strategies.

Students have a chance to practice such strategies like asking for clarification (*what?*), asking someone to repeat something (*Huh?excuse me?*), using fillers (*Uh, I mean, well*) in order to gain time to process, and so on.

e. Types of classroom speaking performance

According to Brown, there are six types of classroom speaking performance (2000:271) :

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or

it can even form part of some pair work activity where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

5. Interpersonal (dialogue)

Conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the register is more formal and deliberative.

f. Stages in teaching speaking

Terry (2008:5) states that there are three stages in teaching speaking :

- 1) Pre-communicative stages
 - a) Introduce the communicative function
 - b) Highlight the fixed expressions
 - c) Point out the target structure
 - d) Provide students with the necessary vocabulary
 - e) Provide students with the language of interaction
- 2) Practice stage
 - a) Correct students if necessary
 - b) Prompt students if necessary (do it lexically)
 - c) Ban (monolingual) dictionaries
 - d) Aim for intelligibility
- 3) Communicative interaction or production stages
 - a) Encourage language negotiation
 - b) Take note of any aspects that may hinder communication (pronunciation, vocabulary, grammar)
 - c) Respect students' 'wait' time

There are some stages in teaching speaking by using the *Text-based Approach* (Feez & Joyce, 1998: 28-31), they are as follows :

1. Phase 1 : Building the Context

In this stage, students are :

- a. introduced to the social context of an authentic model of the text type being studied.
- b. explore features of the general cultural context in which the text type is used and the social purposes the text type achieves.

c. explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need. An exploration of register involves :

- a. Building knowledge of the topic of the model text and knowledge of the social activity in which the text is used e.g., job seeking.
- b. Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g., the relationship between a job seeker and prospective employer.
- c. Understanding the channel of communication being used, e.g., using the telephone, speaking face-to-face with members of an interview panel

Context-building activities include:

- a. Presenting the context through pictures, audiovisual materials realia, excursions, field-trips, guest speakers, etc.
- b. Establishing the social purpose through discussions or surveys, etc.
- c. Cross-cultural activities, such as comparing differences in the use of the text in two cultures.
- d. Comparing the model text with other texts of the same or a contrasting type, e.g., comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

2. Phase 2: Modeling and Deconstructing the Text

In this stage, students :

- a. investigate the structural pattern and language features of the model

- b. compare the model with other examples of the same text type

3. Phase 3: Joint-construction of Text

In this stage :

- a. students begin to contribute to the construction of whole examples of the text type.
- b. the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently.

Joint-construction activities include: Teacher questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency.

4. Phase 4: Independent Construction of the Text

In this stage :

- a. students work independently with the text.
- b. learner performances are used for achievement assessment

Independent construction activities include:

- a. Listening tasks, e.g., comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures numbering, ticking or underlining material on a worksheet answering questions.
 - b. Listening and speaking tasks, e.g., role plays, simulated or authentic dialogues
- Speaking tasks, e.g., spoken presentation to class, community organization or workplace.

- c. Reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures numbering, ticking or underlining material on a worksheet, answering questions.

- d. Writing tasks which demand that students draft and present whole texts.

Phase 5: Linking to Related Texts

In this stage, students investigate how what they have learned in this teaching learning cycle can be related to:

- a. other texts in the same or similar context.
- b. future or past cycles of teaching and learning.

Activities which link the text type to related texts include:

- a. Comparing the use of the text type across different fields.
- b. Researching other text types used in the same field.
- c. Role-playing what happens if the same text type is used by people with different roles and relationships.
- d. Comparing spoken and written modes of the same text type.
- e. Researching how a key language feature used in this text type is used in other text types.

2. Educational Media

a. Definition of educational media

There are definitions of media proposed by many experts. Nation (2004), for example, says that educational media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make students motivated to learn something and to make clear the content of a subject.

Additionally, Littlewood (1998) defines educational media as any tools, methods, and techniques used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here, media can be anything, material and nonmaterial, physical and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating, or making clear the thing being discussed or talked about.

From the above discussion it can be concluded that educational media are any supporting materials, methods, or techniques for transmitting or delivering messages and making the subject contents easy to understand.

b. Types of educational media

Educational media can be classified into many types. Locates and Atkinson (1984) state that there are seven types of educational media: print media, graphic media which include overhead transparencies, charts/graphs, models/dioramas, maps, globes, and drawings, photographic media, audio media, television/video, computers, simulation and games.

For small-group interaction, media that are based on sensory experience can be classified into 5 types (Nation: 2001). They are simulation activity which includes games, role play, and simulations; visual form which includes photographic, graphic and photographic combination; audio form, audiovisual or multimedia technique, and media that can be used by other senses which include objects, specimens and models.



(i) Print media



(ii) overhead transparencies



(iii) charts



(iv) diorama



(v) map



(vi) globe



(vii) drawing



(viii) photographic



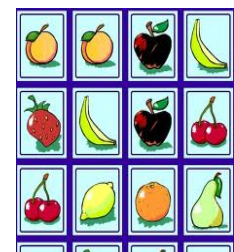
(ix) audio form



(x) television



(xi) computer



(xii) games

Figure 1. Types of Educational Media

c. Pictures as media in the teaching learning process

Based on the discussion above, delivering materials in the teaching learning process accompanied by media will be clearer, more meaningful, and more interesting for the students than the one using nothing. Pictures as one kind of media also give impression of this.

Sadiman (1990:29-30) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. Sadiman adds that there are some reasons for using pictures in teaching and learning process. They are as following :

1. They serve concrete clues of a thing,
- 2) They can surpass the limitation of space and time,
- 3) They can surpass sight limitation,
- 4) They can clarify a problem, prevent and correct misconception,
- 5) They are inexpensive, easy to get and to be used.

Moreover, Wright (1989) says pictures as media are able to motivate students, to make the subjects that they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

It is generally accepted in language teaching that students must learn to deal with chunks of language above the level of the word or the sentence. The non-verbal information helps students to predict what the text might be about, and this ability helps them to recognize the meaning more quickly. Pictures can represent these non verbal sources of information.

According to Kemp and Snellie (1989) in Burden (1994:138) the uses of pictures as instructional media have several purposes : 1) to motivate an interest or a degree of action; 2) to present information; 3) to provide instruction.

Suleman (1988:29-30) states that pictures have several advantages. First, pictures are easy to obtain, pictures can be found in newspapers, magazines, books, etc. Second, pictures have been familiar in the teaching learning process.

In the English teaching learning process pictures have been employed as media in most levels of learning, from elementary to university. Third, pictures can be used to represent tiny objects. Here a picture of small animal can be made larger than its actual size. Fourth, pictures are easy to manage. By employing a picture of a computer, a teacher does not need to bring a real computer to describe the parts of computer.

Moreover Hamalik (1982:81) lists some of advantages of pictures. They are:

- 1) Concrete, through pictures students can see real things clearly. The problems can be seen more easily through pictures than through lectures.
- 2) Room and time, in term of room, pictures representation of real thing which are sometimes of impossible to see for some reasons.
- 3) Lack of human sense, small thing which can not be seen with eyes, can be represented by means of pictures.
- 4) Explanation, pictures can be used to explain problems in the environment. It will be clear and efficient.
- 5) Economy, for a school that has limited budget pictures give some advantages. Pictures can be cut-outs of old or unused materials or the teacher and the students can draw pictures by themselves. Thus, the school does not need to spend much money.
- 6) Practical, one picture can be seen by all students in the classroom or even in the community of the school. Most pictures are easy to store and maintain after used.

Heinich, Molenda and Russel (1989:103) state the advantages of still pictures are that they can translate abstract ideas into a more realistic format; they allow instruction to move down from level of verbal symbols to a more concrete level. Pictures are readily available in books, magazines, newspapers, catalogues, and calendars. They are easy to be used because they do not require any

equipment. Also, they are relatively inexpensive and it can be used in many ways at all levels of instruction and in all disciplines.

Moreover Gerlach and Ely (1980:277) state that pictures are inexpensive and widely available. They provide common experiences for as entire group. The visual detail makes it possible to study objects which would otherwise be impossible. Pictures can help to prevent and correct misconceptions.

Pictures have functions in delivering meaning. Subiyati (1994:51) says

Pictures in a test may be functional or illustrative. If the pictures are functional, that is, if they are the means of teaching meaning, it is important to make sure that the pictures are not ambiguous. To be clear, a picture should contain only what the words mean; there should be nothing in the picture that is not mentioned in the sentences. All the irrelevant details must be removed... illustrative pictures are useful to focus the attention of the students on what the text says by helping him to imagine it. The pictures, often come in the form of crowded scenes, illustrating a single theme, like the family leaving on a holiday the countryside, summer, etc.

It is clear that the functional pictures should contain one style picture only and there should not be irrelevant details; otherwise the picture has illustrative functions.

Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn. So, pictures are very appropriate as media in the teaching learning process.

In mastering a language to students, vocabulary cannot be separated from the four language skills. Wright (1989) divides the roles of pictures on language

learning based on the four English skills: listening, speaking, reading, and writing. Wright, however, discusses these four activities under two categories: receptive and productive.

In listening and reading activities, pictures have some roles:

- a. To interest the student.
- b. To help to translate the meaning of the gist of the text or individual item of language.
- c. To give a context for the language and students' activity.
- d. To give cultural information.
- e. To contribute to the search for specific information in the text and to help the students demonstrate it non-verbally.

(Wright, 1989: 119)

Further, Wright suggests that a single picture may be used to teach the meaning of a new word or phrase to the students. However, they must avoid the ambiguity of students' interpretation. The most useful contribution of a picture is to contribute in the students' understanding of a more general context which is made up of pictures.

In speaking and writing activities, pictures have some roles:

- a. To motivate the students to want to speak or write.
- b. To create a context within which their response will have meaning.
- c. To provide the student with information to use in controlled practice work. Pictures showing objects, actions, events, and relationships can cue answers to questions, substitutions and sentences completions.
- d. To guide spoken and written descriptions or narrations or dialogue.
- e. To promote discussion and provide reference.

(Wright, 1989: 120)

From previous explanation, pictures as a kind of media are commonly used by the teachers due to the fact that there are some advantages of using

pictures in supporting an effective and efficient teaching and learning process. It is obvious that those advantages can make the students understand better.

d. Pictures as media in teaching and learning speaking

There are some speaking activities in the classroom which use pictures as the main tools or media, as proposed by Kayi (2001) :

a. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

b. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

c. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

In conclusion, most stimulants come through eyes; therefore, visual aids, especially pictures, play an important role for everyone who is learning a language. These media are very appropriate to support the learning process. So it cannot be separated from them because by missing it, the delivery of messages in the teaching-learning process will not perfectly be fulfilled.

Similar research was done by Yeri Eko Munajat in the year of 2007. He proposed pictures as media to improve the students' speaking ability in a junior

high school in Yogyakarta. The result was that pictures are effective media to improve the student's speaking ability in the school target. The researcher of this study is going to have the similar action research to prove and strengthen the effectiveness of pictures in teaching and learning speaking.

B. Conceptual Framework

In a broad meaning, speaking is more than producing words or sounds. Speaking is a way to communicate the idea that is arranged and developed on the basis of the speakers' need in a certain situation.

Nevertheless, students are commonly difficult to speak in English. Their abilities in speaking need to be improved. There are some problems in teaching and learning speaking which are coming from two factors, the teachers and the students. Teachers still face problems in which they cannot create an atmosphere where the students are expected to speak. They also get some difficulties in motivating the students to speak English. Meanwhile students are still lack of awareness in learning speaking for they seldom use it in their daily lives and also there is no speaking examination in the national examination.

The teacher can support the students in learning speaking through media. Media, especially educational media, help teachers to create an atmosphere where the students are expected to speak. Educational media are any supporting materials, methods, or techniques for transmitting or delivering messages and making the subject contents easy to understand. One of them is pictures.

This study proposes that pictures are media which can enhance the students speaking ability. Pictures can create a context in which the students are expected to practice speaking and motivate them to learn speaking. Pictures are media which can make abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to use, giving the same experiences and motivating students to learn.

By using pictures, students are expected to be more motivated in speaking English. When they are motivated in speaking English, they will learn to use English actively and improve their ability in communicating each other by using English as their accomplishment in learning a language, that is, to communicate each other.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was categorized as action research. It was an application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of the researcher, practitioners and laymen (Burns, 1999).

This action research was conducted collaboratively to improve what was going on in a classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation systems, classroom management and classroom setting used in the teaching learning processes.

The research was conducted with pre-test and post-test by doing some steps as follows:

1. identifying the problems and planning the action,
2. applying the pre test,
3. carrying out the action and observing the action,
4. reflecting,
5. revising the plan for the next cycle, and
6. applying the post-test

B. Research Setting

1. Time of the research

The action research was held in April 2012 until May 2012

2. Place of the research

This research was carried out at SMA Negeri 1 Kasihan Bantul, a state pilot-international-standard senior high school. It is located at Jalan Bugisan Selatan Pos Kasihan, Bantul Regency, Yogyakarta Province.

The school is provided with many facilities which could support the teaching and learning process. There are a language laboratory, a school library, a computer-internet laboratory, one multimedia room, a parking area, and a mosque. There is also a hotspot area where every school member could access the internet connection. Generally, the facilities of the school are sufficient to support the needs of the teaching and learning process. Most of them are in good conditions. The location of the school is also accessible.

C. Research subjects

The subjects of the research were XI IS 2 students of SMA Negeri 1 Kasihan Bantul in the 2011/2012 academic year. There were 25 students. They were chosen based on the English teacher consideration as their speaking abilities are below the teacher's expectation.

D. Research instruments

The instruments that were used in this research were; observation sheet, interview guide for the students and teacher, and a camera.

E. Data collection techniques

The data collection techniques which were used to see the success of the actions were in the forms of observations and interviews which were explained as follows :

1. Observation

In this research, a real time observation was conducted. It meant that the teaching and learning process was observed and analyzed by using any electronic media to generate evidence from the data. Then, making checklist or simply taking notes or writing diaries was carried out.

In observing all the activities conducted during the action research, the researcher made collaborative efforts with a collaborator, that is the English teacher. She helped the writer to evaluate teacher's teaching, to offer suggestion on the best way to teach and to help her to improve students' motivation. Therefore, the collaborator was regarded as the active participant who gave big contribution to the research.

2. Interviews

According to Brinkmann (2008:470), an interview is a conversation where information is obtained and knowledge is created through the interaction between an interviewer and interviewees. In this research, it was conducted to get the information to form the knowledge about students' and teacher's personal opinion, experiences, and ideas related to this research.

3. Tests

According to Brown (2004:3), a test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, a pre-test and a post-test were administered to compare the students' speaking ability before and after taught by using pictures. The tests consisted of two instructions, they were "introduce yourself" and "tell your experience".

F. Data Analysis

To find out whether the students' speaking ability was enhanced or not after being taught by using pictures, descriptive analysis was carried out both qualitatively and quantitatively. Qualitative analysis was presented in descriptions of the personal analytic habits of researchers and the general principles of the action research methodology and theoretical perspectives. Meanwhile, quantitative analysis included the analysis of central tendencies of the pre-test and post-test scores.

G. Validity

To fulfil the validity of the research, the researcher followed the following criteria proposed by Burns (1999:161-162):

1. Democratic validity, which is related to the extent to which the research is truly collaborative. To fulfill this validity; the researcher, the English teacher and the students were given some chances to express their opinions, ideas, and suggestions toward the problems faced to look for the solution of the problems.

2. Outcome validity, which is related to the notions of actions leading to outcome that are “successful” within the research context. This research had a purpose that is to improve the students’ speaking ability by using pictures as the media. When their speaking abilities improved, this research could be concluded successful.
3. Process validity, which raises questions about the process of conducting the research. To get the process validity, this research was done according to the research procedures decided. This research was done firstly by identifying the problems. Then the pre test was applied and soon the actions were done after that. The observation was also done while the action was applied. After that, the actions were reflected and the revision was done in the next cycle to revise some weaknesses occurred in the previous cycle. Finally, the post test was applied to measure the success of this research.
4. Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learners’ understanding of their role and the action taken as a result of these changes. To the researcher, this research could improve her understanding and knowledge in action research both theoretically and practically. It also gave meaningful experience in teaching and learning English, especially in speaking. To the teacher, this research could give inspirations and solutions to problems which occurred in teaching and learning English. To

the students, this research could hopefully improve their motivation in practicing speaking English as the function of learning a language was to be able to communicate each other in the target language.

5. Dialogic validity, which parallels the processes of collaborative enquiry or reflective dialogue with “critical friends” or other practitioners. This validity was fulfilled by doing some dialogues among the researcher, the English teacher and the students to improve the next action. To look for the strengths and weaknesses in the research, the teacher and the students were given chance to express some critiques and comments related to the action done by the researcher. This validity was also fulfilled by doing some dialogues with participants who were not included directly in this research like lecturers, teachers and so on.

To obtain the trustworthiness, the researcher applied two triangulations proposed by Burns (1999:163) below:

- a) Time triangulation.

The data of this research was collected at one point in time or over a period of time to get a sense of what were involved in the processes of the changes.

- b) Theoretical triangulation

The application of this triangulation meant that the data of this research were analysed from more than one perspectives of theories.

H. Research Procedures

To carry out the action research, the researcher used the following action research procedures as suggested by Kemmis quoted by Winter (1989: 12).

1. Reconnaissance; the researcher identifies some problems occurring in the target community and then chooses some manageable problems to solve.
2. Planning; rooted in the identified problems chosen to solve, the researcher plans some actions to implement in order to improve the condition in which the problems occur.
3. Implementing and observing the actions; the researcher together with the action research team members implement the actions planned and at the same time observe the implementation as well as record the whole process.
4. Reflection; the researcher and the researcher team members analyze and discuss the results of observation during the implementation of actions. They identify the success and further occurred problems. Moreover, this reflection was used as the basic of actions in the next cycles.

The procedure was illustrated in the following chart of action research (Figure 2) which was adopted from Burns (1999: 33). Based on this study, it was designed into two cycles.

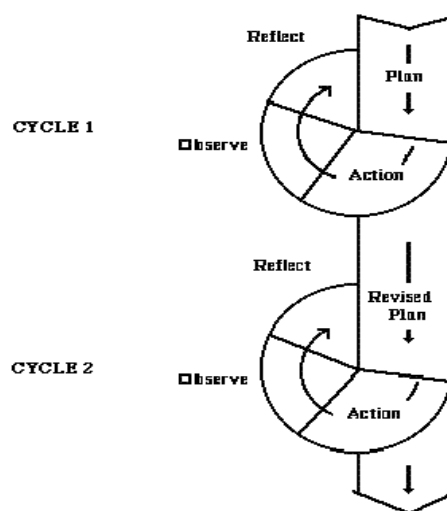


Figure 2. Procedure of the Action Research.

1. Reconnaissance

The first step in conducting action research was finding facts and analyzing them. In this study, the researcher interviewed the second grade English teacher to identify the existing problems in the field. Then, the teaching-learning processes in the classroom were observed. Based on the interview and observation, the researcher and the second grade English teacher classified the existing problems that were interrelated based on the priority scale, so that, when the research members solved the previous problem, the preceding ones could be solved more easily.

2. Planning

At this stage, the researcher made general as well as specific plans. The general plan was made to plan all aspects related to the classroom action research while the specific one was aimed to make the plans for each cycle. The specific plans were used to plan the next cycles.

3. Implementing and observing the actions

In this step, the researcher implemented the action plans. While implementing the actions, the researcher observed what was going on in the classroom to know the occurring problems as well as to know the successes of the actions. To record what had been observed, the researcher wrote field notes about all events happening in the classroom being observed.

Based on the agreement among the research members, the action was implemented in two cycles. Each cycle was done twice a week, every Tuesday or Saturday. The researcher and other research members observed and recorded the

teaching-learning processes when the actions were being implemented. Based on the observation, field notes and interviews; the involved members discussed the implementation of the actions and the changes as the result of the actions. The results of the discussions served an evaluation for the implementation of the actions plans to improve the next ones.

4. Reflection

Reflection is the evaluation done by the collaborator or research members. The reflections have to be carried out collaboratively by discussing the success of the actions as well as problems happening in the classroom during the action implementation.

At the end of each action, the researcher, the English teacher and the students made reflections about the problems occurring during the action implementation. The reflection of the actions indicated the success of the action research. The actions that were unsuccessful were changed with the suitable ones, but those that were successful were used again in the next actions.

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

A. Research Processes

As mentioned in Chapter III, this research is categorized as action research. This research was conducted collaboratively between the researcher and the English teacher of XI IS 2 in SMA Negeri 1 Kasihan. According to Burns (1999:33) there are some procedures in implementing this action research, they are:

1. Reconnaissance
2. Planning
3. Implementing and observing the actions
4. Reflection

B. Research Findings

1. Reconnaissance

In this step, some problems in speaking skills were identified based on the preliminary observation and interviews.

From the preliminary observation, some typical characteristics of the speaking teaching and learning process were written in the form of a vignette. The vignette could be presented as the following:

Vignette

Thursday April 26, 2012

XI IPS 2 Classroom

R : Researcher

ET : English Teacher

Ss : Students

1. ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note.
2. The classroom was clean and neat. There were some facilities such as an LCD projector, a viewer and an AC.
3. ET started the lesson by greeting Ss. Then she asked Ss what they had learned at the previous meeting. One student seemed active in answering the questions. Meanwhile the others kept silent or answered lazily.
4. ET told Ss that they would perform expressions of anger and embarrassment. ET didn't use any media at all. Sometimes, ET used Indonesian. When ET was explaining the materials, some Ss sitting in the back rows were chatting with their friends. Some Ss were busy with their cell phones.
5. Then ET asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. They memorized the dialogue seriously. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.
6. Ss performed their dialogues in front of the class. They seemed trying to remember what they had memorized before. Sometimes they were silent, did not know what to speak as they suddenly skipped what they were going to say. Most of their pronunciation, fluency, and accuracy were bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.
7. ET did not directly correct the Ss' mistakes. She took a note about those mistakes and corrected at the end of the class. Nevertheless, not all Ss' mistakes were noted and corrected.
8. ET made a game to end the class. ET asked Ss to perform individually in front of the class to describe something, while the other students were asked to guess it. ET mentioned some names but they refused this challenge. Finally there were some students who were brave enough to describe something. Their vocabulary was so limited. Also, their pronunciation, fluency and accuracy were bad.
9. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary.
10. ET asked Ss whether they had some questions. Ss shook their heads and kept silent. ET ended the lesson.

After doing an observation, the researcher then held a pre-test activity in which the students were asked to tell about their selves and retell about their personal experiences. This pre-test activity was held to measure how well their speaking abilities were. Based on the researcher and the English teacher's observation, the students still needed a long time to prepare themselves. They were lack of confidence for some of them denied to perform in front of the class. When the English teacher told them that they had to, the students complained. Finally, the English teacher had to call the students' names one by one to perform in front of the class.

Saat guru memerintahkan murid untuk maju ke depan kelas, murid-murid merasa keberatan. Kemudian guru menawarkan beberapa murid untuk maju ke depan kelas. Tidak ada murid yang mau untuk maju pertama kali. Akhirnya guru memanggil siswa satu per satu.

(When the teacher asked the students to perform in front of the class, they did mind. The teacher then offered some students to perform. None of them was willing to perform first. Finally, the teacher called the students' names one by one)

Field note 1

While the students were performing, the researcher took their performances' scores based on the rubrics proposed by Dick, Gall, and Brog (2003:571). The results of the pre-test were in the forms of scores.

a. Fact Findings

The researcher then worked collaboratively with the English teacher to find the problems and their indicators related to English teaching and learning process, especially speaking activity. Generally, the problems arose due to some factors such as the facilities and media, students' behaviour, and teaching method.

The problems could be identified from some indicators shown in the following table.

Table 1. The Problems and Indicators in XI IPS 2

No	Problems found	Indicators
1	Students' Behaviour a. Students' did not respond to the teacher's instruction well. b. Students' motivation was low. c. Students' pronunciation, fluency, and accuracy were bad.	a. Most students did not answer teacher's questions well. b. Students were bored and sleepy during the teaching and learning process. c. Most students could not pronounce English words properly and fluently.
2	Facilities and Media a. The media used by the teacher could not give enjoyment to the students. b. The teacher did not give any media to stimulate students to speak.	a. Some students said that they were bored because the media used were not interesting. b. Some students admitted that they had some difficulties in speaking for there was not any media to help them to speak.
3	Teaching Method a. The teacher applied a monotonous technique in teaching speaking. b. The teacher did not give any input activity in speaking. c. The teacher did not give enough feedback to the students. d. The teacher rarely discussed the pronunciation of English words.	a. The teacher had the students making a dialogue and present it in front of the class. b. The teacher did not apply listening activities before she asked the students to speak. c. The teacher only gave the right answers without sufficient explanation and suggestion. d. The teacher said that she rarely taught the pronunciation of English words.

b. Statement of Problems

In this step, statement of problems was presented. There were nine problems occurred in the English teaching and learning process of XI IPS 2 as presented in Table 7. In a dialogic and democratic discussion, the researcher and

the English teacher agreed to pick some problems which were considered to be needed to be healed soon as follows:

1. The lack of facilities used in presenting the materials of the lesson.
2. The lack of input activities before the students were asked to speak.
3. The lack of media to motivate and help the students to speak.

These three problems were the problems which would be taken the actions in this action research.

2. Planning

In determining the actions to solve the problems, the researcher and the English teacher collected the data from the classroom observation, and interviews with the students and the English teacher were used. There were some essential problems inhibiting the success of the teaching and learning process of speaking at XI IPS 2.

It was mentioned before that there were three problems which would be taken the actions by the researcher and the English teachers. They were:

1. The lack of facilities used in presenting the materials of the lesson.
2. The lack of input activities before the students were asked to speak.
3. The lack of media to motivate and help the students to speak.

To solve those problems, the effective actions to be applied in the teaching and learning process of speaking were sought. Then, the researcher proposed some actions plans to the English teacher to get some comments and suggestions. The actions plans are as follows:

1. Presenting materials which were completed with pictures through Power Point program by using an LCD projector and a viewer to attract students' attention in learning English.
2. Applying a listening activity as an input activity before the students were asked to speak.
3. Using pictures as visual aids to help students in speaking.

The teacher then agreed to implement these three actions based on some similar reasons with the researcher.

First action would be implemented to increase the students' motivation and attention in learning English. It was mentioned before that the researcher had an observation before she held an action research in XI IPS 2. This class had an air conditioner, an LCD, a viewer and also a mini portable speaker that was maintained by the English teacher to have a listening class. Nevertheless, based on data compiled, students felt bored in learning English, especially speaking. They said that the teacher rarely used any media at all, included the LCD and the viewer. Both of these things were hanging everyday in their class but they were rarely used by the teacher. It could be seen from the interview transcript as follows.

3rd interview, Thursday, 26th April 2012

....

R : *“Menurut kamu gimana proses pembelajaran Bahasa Inggris selama ini, terutama saat “speaking” ?”*
(What do you think about the teaching and learning process of English lesson, especially speaking?)

- Agni : *“Gimana ya Mbak, menurutku membosankan sih. Pelajarannya monoton cuma disuruh percakapan terus. Jadinya kurang variasi”*
(I think the lesson is boring. It is monotonous for we are asked to merely make some conversations. It is boring)
- R : *“Kalau penggunaan medianya gimana, sering gak pakai viewer dan LCD di kelas?”*
(What about the use of media, are viewer and LCD often used?)
- Agni : *“Jarang banget sih mbak, makanya jadi bosen.”*
(They were rarely used so we were bored)

Also, based on the interview with the teacher, it was admitted that she rarely used these media for there was no time to make such a Power Point presentation.

4th interview, Thursday, 26th April 2012

...

- R : *“Maaf Ibu, saya mau tanya. Tadi saya melihat di kelas ada fasilitas LCD dan viewer, apakah Ibu sering menggunakan fasilitas tersebut, misalnya untuk mempresentasikan materi dengan Power Point?”*
(Sorry, Ma'am, I want to ask you some questions. I saw there are LCD and viewer in the class. Do you often use these facilities to present Power Point material, for instance?)
- ET : *“Jujur saja kalau saya jarang pakai Mbak, soalnya saya biasanya menyampaikan materi secara langsung atau lewat buku. Kalau pakai Power Point kan butuh waktu, nah itu Mbak, yang gak sempat bikinnya.”*
(Honestly, I rarely use them. I am used to deliver the materials directly or by using references. I do not have time to make such Power Point material)

The second action would be applied to increase the students' comprehension about the text discussed and gave them the right inputs in which they would produce by speaking. It was noted in the vignette that the English teacher did not apply listening activity as the input activity before the students were asked to speak. When teachers focused on speaking goals, listening goals might naturally coincide, and the two skills could reinforce each other. Skills in producing language are often initiated through comprehension (Brown : 2000). Listening activity could be a comprehension activity for the students before they were asked to produce some words. By listening, students tried to know what the text was about. Some of the functions of listening were that the students could enhance their vocabulary, how they were pronounced and how the intonation of each statement was.

The third action was implemented to increase the students' ability in speaking. Based on the observation and the interview with both of the English teacher and the students, it was admitted that the students still had some difficulties in speaking. First, they were difficult in applying their own way that was memorizing the content of the text. Moreover, when the text was not short, they would feel desperate in memorizing the content of the text. Second, the students often did not know what to speak as the text that they had memorized before was suddenly gone when they were asked to present it in front of the class. They said that they needed stimulation or a media to help them to speak. Certainly, the English teacher would not allow them to have such writing as their aids in speaking for they would just read it.

Therefore, in this thesis the researcher proposed the pictures as the aids for the students in increasing their speaking abilities. It was also mentioned in chapter two by Heinich, Molenda and Russel (1989:103) that the advantage of pictures was that it could translate abstract ideas into a more realistic format. This means that the students' problem in speaking could be solved by the using of pictures.

The use of pictures was aimed to increase the students' motivation in learning English, especially speaking. When their motivation increased, they would try to speak correctly. It meant that the students' speaking ability would be increased. Based on the interview held, students admitted that they had some difficulties in speaking, especially when they were asked to have monologue activity. They used their memory to memorize all sentences that they would present in front of the class.

3rd interview, Thursday, 26th April 2012

....

- R : *"Apa sih yang bikin susah waktu "speaking performance" ?"*
(What makes you difficult in performing speaking?)
- Agni : *"Kalau sebelum performance kan kita disuruh bikin dialog tu Mbak. Pas latihan tu hapal, tapi kalau pas di depan hapalannya sering hilang"*
(We were asked to make some dialogues before performance. We could memorize the sentences but when we were performing, what we have memorized were suddenly gone)
- R : *"Jadi Agni menghafal dulu ya?"*
(So you memorized first, didn't you?)
- Agni : *"Iya Mbak, belum bisa yang spontan gitu. Makanya kalau pas disuruh "speech" atau "retelling" ya jadinya susah Mbak, soalnya teksnya panjang,*

ngafalinnya juga susah”

(We still could not be spontaneous. Therefore, when we were asked to have speech or retelling, we felt difficult for we had to memorize a long text)

They needed an aid to help them to speak so they did not have to memorize all sentences that they had to speak. Pictures could give guidance to the students about what they had to speak, and the order of their speaking materials. Pictures could give ideas and inspiration so that the students could be helped in producing oral sentences. Pictures were accessible media that could be used by the students to help them in speaking. Moreover, pictures could be found easily in many things like books, magazines, newspapers, and even students could find many kinds of pictures in the internet.

From teachers' point of view, pictures could make the teaching and learning of English, especially speaking, easier. Pictures could be a bridge which connects the material and the students. They provide ideas which could inspire the students to speak something. Also, by using pictures, the English teaching and learning process would not be monotonous. Using their creativities, teachers could collect and combine some pictures to stimulate students to speak. To make the students are able to speak orderly, they could use sequences of pictures which provide order information about a story. Moreover, teachers could easily got pictures from books, magazines, newspapers, internet, or even they could draw them by their selves.

3. Implementing and Observing the Actions

a. Cycle 1

1) Planning 1

As stated in the previous part, the research team members discussed in a democratic and dialogic atmosphere on Thursday, April 26th 2012 and decided to implement actions in the first cycle to overcome the problems dealing with the teaching and learning process of speaking at XI IPS 2. In this cycle, the researcher played a role as the teacher who implemented the action while the English teacher became the observer who observed how the teaching and learning process ran.

The focus of the action was to enhance the students' speaking ability. The researcher worked collaboratively to decide the kind of text that would be used in this cycle. The researcher and the collaborator agreed to use narrative text as the material. The first reason was that it is mentioned in *Standar Kompetensi dan Kompetensi Dasar* grade XI in second semester that the students were asked to present the meanings of short functional texts and essays orally in the forms of spoof, narrative, and hortatory expositions in the daily contexts. Second, based on the teacher's experience, she found that the students were really difficult in retelling a narrative text in front of the class for a narrative text usually had a long story.

In this cycle, the researcher planned to apply the actions in three meetings. In each meeting, the researcher planned to present materials completed with pictures by using an LCD and a viewer to attract students' attention in learning

English, use sequences of pictures as visual aids to help students in speaking, apply listening activity as an input activity before the students are asked to speak and drilling activity to enhance students' pronunciation, fluency and accuracy. The explanation of those actions could be seen as follows.

a) Presenting materials completed with pictures through a Power Point Program by using an LCD projector and a viewer to attract students' attention in learning English

Since the researcher planned to conduct every meeting of the teaching and learning process of speaking in XI IPS 2 class, checking the condition of the class became an important activity to do. On Thursday 26th April 2012 the researcher checked the condition of the class including the LCD projector, the hanging viewer, and the mini speaker. In the checking process, the researcher found that the LCD projector, the hanging viewer and the mini speaker were in good conditions. The researcher then was ready to optimize these facilities in the English teaching and learning. She then made the materials in Power Point program completed with pictures to attract the students' attention. There were eleven slides containing the materials about *narrative texts*. It was decided that the story *The Jealous Crow* would be implemented as the modelling text. This text was simplified and adjusted with the students' level in senior high school. It was adapted from *Developing English Competencies for SMA* by Achmad Doddy, *et al.*

b) Applying a listening activity as an input activity before the students were asked to speak.

Since there was no recording of *The Jealous Crow* available, the researcher then made the pronunciation transcript of the text and recorded herself while reading the text in *amr* format.

The researcher would follow this listening activity with some activities like listing the vocabulary that the students did not know the meanings, discussing the meanings of the listed vocabulary from the dictionary, and drilling activity to lead the students to pronounce those words correctly. The vocabulary listing and discussions functioned in making the students to be more comprehended about the text. It was also an input activity for the students before they practiced their retelling activity for when they knew what the text was about, they would feel easier in retelling it. The drilling activity would make the students know how to pronounce the English words correctly.

c) Using pictures as visual aids to help students in speaking

After the researcher found a narrative text, she decided to make some points in which these points would be translated in some sequences of pictures. The researcher then asked her friend who could draw to draw some pictures which illustrated the content of the text orderly. There were nine pictures in five sheets of A4 papers. The researcher then copied them as many as the numbers of the students in XI IPS 2. The planning of Cycle 1 could be seen from the course grid in Appendix 4.

2) Actions and observation of cycle 1

The actions were implemented based on the time that had been planned. The implementation of the actions was on Monday April 30th 2012, Thursday May 3rd 2012, and Monday 7th May 2012. In this cycle, the materials were about *narrative text*. To collect the data, the researcher wrote field notes of classroom observation and interviews. The following is the vignettes of the action in Cycle 1.

Vignette

Monday April 30, 2012

XI IPS 2 Classroom

R : Researcher

ET : English Teacher

Ss : Students

1. The bell rang. Ss came into the class. R and some Ss were preparing notebook, the LCD projector, mini speaker and the viewer. Some of the Ss were late for they had prayer in mosque before the lesson started. ET entered the class and got herself at the back corner of the classroom
2. R checked the Ss' attendance.
3. R displayed Power Point material on the viewer. On some of the first slides, there were pictures. R asked Ss' opinions related to those pictures. Ss randomly delivered their opinions. Their enthusiastic was pretty good.

R : "So, have you seen this picture guys?"

Ss : "Yees."

R : "What is it about?"

Ss : "It is a story about *apa ya namanya*?"
(It is a story about, what's the name?)

R : "What's the name of the animal?"

Ss : "Mammoth...ya..mammoth...."

- R : "Correct, anyone of you watched this movie?"
 Ss : "Yeeess"
 R : "Anyone of you could tell me about the story?"
 Ss : "The adventure of animals pas jaman ice age, Miss."
 (The adventure of animals at ice age, Miss)
 R : "Do you still remember what the name of story about animals is?"
 Ss : "Narrative, Miss"
 Ss : "Eh fable ding, Miss"
 (It is a fable, Miss)
 R : "OK, we'll find out the answer after this, because we're going to learn about narrative text".

4. R started the lesson by displaying some pictures. After that, R and Ss started to discuss some things related to the topic. R reminded also about the definition, kinds, and the generic structure of narrative texts.

5. The listening activity was held twice. In the second listening, R shared the text to Ss.

6. Ss then mentioned the vocabulary that they did not know, while R listed them in the white board.

7. R and Ss then discussed the meanings by opening the dictionary. Most of Ss did not bring any dictionary.

8. R displayed software of dictionary in the viewer.

9. The bell rang, class ended, R said goodbye.

Vignette

Thursday May 3rd, 2012

XI IPS 2 Classroom

1. The bell rang. R was ready with all the equipments.
2. R greeted Ss and checked Ss' attendance.
3. R reviewed the previous lesson about narrative texts.
4. R shared the worksheets, Ss worked in pairs.
5. R played the recording, Ss filled the tasks.
6. R and Ss discussed Task 1's answers together. Most of Ss were enthusiastic.

- R : "Alright, who was jealous and why, anyone of you, please?"
 Aulia : "The crow Miss, because the cuckoo has beautiful voice."
 R : "Ok, any other answer please?"
 Rini : "The crow was jealous to the cuckoo because when the cuckoo was singing, the passerby stayed under the tree, and when the crow was singing, the passerby left the tree."
 R : "Awesome, that's correct. Thank you Rini. Any other opinions?"

Fajar : "The crow was jealous to the cuckoo because he was insulted. "

R : "Insulted to whom?"

Ss : "Ya tadi Miss, sama kayak Rini, hehe"
(Similar to Rini's answer)

7. R shared the sequences of pictures of *The Jealous Crow* story. Ss worked in groups which consisted of three students.

8. Ss had 15 minutes to practice Task 2 (retelling *The Jealous Crow* story).

9. All Ss performed group per group in front of the class.

10. The bell rang, R told Ss that they would had personal performance (retelling their favourite narrative text) at the next meeting. Ss complaint but when they heard that they could use pictures, they felt more interested.

R : "Ok time is up, on the next meeting I want you to retell your favorite narrative story, could you pass this challenge?"

Ss : "Aaaaa... boleh pakai tulisan ya Miss?"
(Are we allowed to use a written text?)

R : "Of course, no, the only aid is just pictures. You can use pictures to help you in retelling."

Rini : "Boleh gambar sendiri Miss?"
(May we use our own drawing?)

R : "Yes, you may. You can also search in the internet. A lot of pictures there. Can't wait to see you, guys."

Ss : "Ok Miss. "

R : "Well, goodbye and see you."

Ss : "See you".

Vignette

Monday May 7th, 2012

XI IPS 2 Classroom

1. The bell rang. R and ET entered the class together. Ss were busy with their own preparation of retelling activity.

2. R greeted Ss and checked the Ss' attendance.

3. Some of Ss said that they were not ready to perform.

4. R motivated Ss.

Ss : "Belum siap, Miss."
(Not ready yet, Miss)

R : "Be sure that you can do it. I see all of you got the pictures with you. Don't be nervous, ok."

Ss : "Nervous, Miss."

R : "Oh, come on, I love this class, you can do it,ok?"

5. R offered who would perform first. None of the students raised up their hands. R finally called Ss' name.

6. R reoffered again who would perform next, some of the Ss raised up their hands.

7. All of students performed in front of the class.
8. R said that she was satisfied and hoped Ss would be better at next time.
9. The bell rang, R said goodbye.

From the vignettes above, the description of the whole teaching and learning processes in cycle 1 were presented. As explained before, there were three actions implemented in this cycle. The description of cycle 1 process based would be described further as follows:

a) Presenting materials completed with pictures through Power Point Program by using an LCD projector and a viewer to attract students' attention in learning English

The first action to carry out was optimizing the facilities provided in the classroom, they were the LCD projector and the viewer. After that, the researcher checked the students' attendance and started to deliver the narrative text materials. When the researcher started to deliver the Building the Context stage, she displayed some pictures in the viewer (see Appendix 3). The students then enthusiastically gave their opinions about the pictures.

- | | | |
|----|---|--|
| R | : | "So, have you seen this picture guys?" |
| Ss | : | "Yeees." |
| R | : | "What is it about?" |
| Ss | : | "It is a story about <i>apa ya namanya</i> ,"
(It is a story about, what's the name?) |
| R | : | "What's the name of the animal?" |
| Ss | : | "Mammoth...ya..mammoth...." |
| R | : | "Correct, anyone of you watched this movie?" |
| Ss | : | "Yeeess" |
| R | : | "Anyone of you could tell me about the story?" |
| Ss | : | "The adventure of animals pas jaman ice age, Miss."
(The adventure of animals at ice age, Miss) |
| R | : | "Do you still remember what the name of story about animals is?" |
| Ss | : | "Narrative, Miss" |
| Ss | : | "Eh fable ding, Miss" |

(It is a fable, Miss)

R : “OK, we’ll find out the answer after this, because we’re going to learn about narrative text”.

Field note 2

Most of them were laughing when they heard some of their friends speaking for they dialects were still Bantul dialect, not English dialect. The researcher then continued to deliver the material through the Power Point program which had already been prepared by the researcher. The vignettes show that delivery process ran conductively.

b) Applying listening activity as an input activity before the students were asked to speak.

In this section, a narrative text entitled *The Jealous Crow* was taken as the modelling text. The researcher started the lesson by displaying some pictures to build the context about narrative texts (see Appendix 3). Then she discussed and reminded the students about the social function, the generic structure, and the kinds of narrative text at a glance for they had studied this text since they were in class X. After that, the researcher started to enter the topic of the text by asking some questions related to *The Jealous Crow* story like “Have you ever been jealous to your friend?”, “Why are you jealous to your friend?”, “Do you know that a bird could also be jealous too?, and so on.

Based on the researcher’s observation, this conversation led the students to listen carefully to the recording. They felt curious to know what the recording was

about. Nevertheless, the students in the back rows were still chatting with their friends while the recording was played.

The listening activity was held twice. At the first, students still could not catch what the text was about. In the second listening, the researcher shared the text to the students in order that the students would know how to pronounce the words and searched the words that they did not know.

After listening, the students then mentioned the vocabulary that they did not know, while the researcher listed them in the white board. The researcher and the students then discussed the meanings by opening the dictionary. Most of the students did not bring any dictionary so the researcher displayed software of dictionary in the viewer. For there were many words that had been listed, it quite took time to discuss all of those words. After that, the researcher led the students to pronounce those words correctly

c) Using pictures as visual aids to help students in speaking

The researcher had provided nine pictures which represented the story of *The Jealous Crow*. She then copied and shared them to the students at JCOT stage in which the students were asked to speak in groups. At the first time, the students felt unpleasant when the researcher asked them to retell the story. Then they checked out all the pictures and had some discussions with their friends. The researcher then asked them to work in groups of three (*Joint Construction of Text* activity). Each student would retell three pictures each and they could decide the persons by themselves. The students then had ten minutes to practice with their

groups. When the researcher went around the class to check the students' activity, some of them still memorized the sentences from the text given. However, some students tried to apply the new method, that was retelling by their own words.

Before the class ended, the researcher asked the students to search for their favourite narrative texts at home and retell them in front of the class at the next meeting. They could use pictures to help them in retelling activity. At the next day, they were already prepared with their own pictures. Some of them were drawing the scenes of their stories. Meanwhile, the others were searching in the internet to get some pictures related to their stories. The students then had monologue speaking in front of the class. Some of them were good in retelling activity for they used their own words to speak. Meanwhile others still memorized the text and retold their stories exactly like what the text said. Most of them were using past tense in retelling the story just like what they had discussed with the researcher in the previous day. The researcher then took the scores based on the students' performance based on the speaking rubrics (see Appendix 5).

3) Reflection of cycle 1

Having conducted the activities, the researcher evaluated the actions. The research team conducted a discussion to analyze the data from the observation of the teaching and learning process, interview with the English teacher as a collaborator, and the students' opinions. To fulfill the democratic and dialogic validity; the students, English teacher and researcher had an equal opportunity to express their comments, opinions, feelings, and suggestions related to the

implemented actions. All opinions and comments from each research member were noted. The results of the reflection could be presented as follows.

a) Presenting materials completed with pictures through Power Point Program by using an LCD projector and a viewer to attract students' attention in learning English

The using of Power Point Program was proven to be effective. This class had complete facilities which could be optimized by the teachers in teaching and learning. By the using of the LCD projector and the viewer, the materials could be presented clearly up to the back rows of the students. There was no illegible problem or unclear material for they were presented in a large viewer. The using of pictures to build the context was proven to be effective, it could be seen from the interviews as follow:

7th interview, Monday, 7th May 2012

R : *“Alhamdulillah ya Bu, siklus pertama sudah terlaksana. Mohon maaf saya mengganggu waktu Ibu sebentar untuk wawancara?”*

(Cycle 1 has been accomplished, would you mind if I interview you for a moment, Miss?)

ET : *“Iya silakan, silakan monggo saja saya siap membantu”*
(Ok, please go on)

R : *“Bagaimana pendapat Ibu mengenai penggunaan Power Point dalam pembelajaran siklus pertama kemarin?”*

(What do you think about the use of Power Point in the teaching learning process in Cycle 1, Miss?)

ET : *“Lumayan menarik ya Mbak, karena mereka jarang diajar menggunakan fasilitas tersebut, mereka jadi lebih tertarik dan semangat.”*

(It was quite interesting, for the students were rarely taught by using this facility. They became more

- interested and attracted)
- R : *“Di dalam materi Power Point saya kan ada gambar untuk Building the Context, menurut Ibu bagaimana?”*
(There were some pictures in Power Point to build the context, what do you think?)
- ET : *“Saya lihat anak-anak jadi terpancing untuk mengutarakan pendapat mereka ya mbak, apalagi gambarnya menarik. Saya rasa adanya gambar ini sangat efektif.”*
(I saw the students were stimulated to utter their opinions. Moreover the pictures were attractive. I think that these pictures were effective)

The same thing could also be seen from the interview with the student :

8th interview, Monday, 7th May 2012

- R : *“Gimana dek kabarnya hari ini?”*
(How are you today?)
- Rini : *“Baik-baik Mbak”*
(I’m fine)
- R : *“Mo tanya-tanya bentar ya?”*
(Could I ask something?)
- Rini : *“Boleh banget”*
(OK please go on)
- R : *“Selama ini kan kita pakai Power Point pas pelajaran, menurutmu bagaimana?”*
(We used Power Point program in English lesson, what do you think?)
- Rini : *“Bagus Mbak, materinya jadi menarik, trus jelas banget kalau pakai viewer tu. Trus juga bikin ga ngantuk”*
(It was good, the material was interesting and clear. It did not make us sleepy)
- R : *“Pas awal pelajaran kan kita bahas gambar-gambar yang ada di Power Point itu, menurutmu gimana?”*
(At the beginning of the lesson, we were discussing about pictures in Power Point program, what do you think?)
- Rini : *“Oh yang disuruh mengutarakan pendapat gitu ya Mbak? Iya kita jadi termotivasi aja untuk ngomong, walau ga bisa-bisa banget, hehe”*

(The giving opinion section? We were motivated to speak, although we couldn't speak correctly, hehe)

b) Applying listening activity as an input activity before the students were asked to speak.

The listening activity was held twice. At the first time, the students could not catch what the text was about, so at the second listening, the researcher shared the printed text of the modelling text to the students. This had some weaknesses. First, the students were just reading the text and ignored the recording. They did not try to comprehend the text by listening for they just read the text in front of them. Second, when they were asked to retelling the modelling text story, some of them tended to memorize the sentences from the text in front of them. This could not be happened for they could use pictures as their aids in speaking with their own words. The discussion of this problem could be seen as follows :

6th interview, Thursday, 3rd May 2012

- R : *“Apakah ibu melihat adanya permasalahan dalam pembelajaran selama ini, Bu?”*
(Do you see any problems in the lesson Ma'am?)
- ET : *“Iya mbak, terutama saat Mbak membagikan teks pada siswa, mereka memanfaatkan text yang dibagikan untuk dipahami, bukan dari listeningnya. Trus juga saat mereka retelling teks model nya, sebagian dari mereka juga menghapuskan kata-kata dalam teks”*
(Yes, Mbak, especially when you shared the texts to the students, they took advantage from it. They tended to ignore the recording played and just read the text in front of them. Also, when they retold the modelling text, some of them were just memorizing the sentences in the text)

In addition, there were still some students who were chatting by their partners when the recording was played. This could not just be happened for this could disturb the other students who paid attention to the recording. Beside, they would not understand what the recording was about.

6th interview, Monday, 3rd May 2012

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- R : “ *“Oh ya, saya mengerti Bu. Ada yang lain lagi ga ya Bu?”*
 (Ok, I understand Ma’am. Is there any other suggestion?)
- ET : “*Mungkin untuk anak-anak yang duduknya di baris belakang, karena mereka ngobrol sendiri saat listening Mbak.*”
 (Children in the back rows were chatting with their friends when the listening activity was implemented)

The listening activity was followed with vocabulary discussion and drilling activity. The vocabulary discussion by opening the dictionary software really took time and made the students felt sleepy. The new way to discuss the vocabulary was needed.

5th interview, Monday, 30th April 2012

- R : “How was the vocabulary discussion by using the dictionary software, Surya?”
- Surya : “*Bagus sih mbak, cuman karena vocab yang ga kita tahu tu banyak, jadi pembahasannya lama dan bikin ngantuk, hehe*”
 (It was great but it took time and made us sleepy for there were many words that we did not know the meaning)

The drilling activity was one of students' favourite activities for they could pronounce English well and minimized their *Bantul* accents. Moreover, this activity could expel the feeling of sleepy. This could be seen from this interview

5th interview, Monday, 30th April 2012

- R : "How was the drilling activity today, Agni?"
 Agni : "*Bermanfaat banget mbak, kita jadi belajar mengucapkan kata dalam Bahasa Inggris dengan tidak medok, trrus gak bikin ngantuk juga soalnya kita gak melulu diem.*"
 (It was really useful for we could learn how to pronounce words in English without our local accent. Moreover it could make us not feel sleepy for we did not keep silent all the time)

c) Using pictures as visual aids to help students in speaking

The using of pictures was proven to be effective in helping the students to speak. They already implemented the using of pictures in both JCOT (Joint Construction of Text) and ICOT (Individual Construction of Text) stages. In JCOT stage, they worked in groups of three and retelling the modelling text by using pictures provided by the researcher, while in ICOT stage, they work individually by using the pictures provide by themselves. In this stage, they felt satisfied with their speaking performances helped by pictures.

8th interview, Monday, 7th May 2012

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- R : "About the use of pictures, did they help you in speaking, Aril?"

- Aril : *“Sangat membantu Mbak.”*
(They were really helpful)
- R : *“What kind of help do you mean, can you describe further?”*
- Aril : *“Ya gimana ya Mbak, kita jadi tidak perlu menghafal sebelum kita maju ‘performance’, kita tinggal lihat gambar dan ngomong pake bahasa kita sendiri aja gitu Mbak. Terus kita juga jadi gak lupa urutan-urutan ceritanya, terutama ‘narrative’ kan panjang to Mbak, hehe, pokoknya sip, saya senang.”*
(We did not need to memorize the text before we had performance in front of the class, we just looked at the pictures and retold the story with our own words. Besides, we did not forget the sequences of the story although narrative text had a long text, it was great, I liked it.”

Based on the English teacher’s observation, the students were helped by the using of pictures in speaking. They were more relax and confident in producing words. Even the students who rarely spoke in the class could perform her speaking performance quite well.

7th interview, Monday, 7th May 2012

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- R : *“Bagaimana menurut Ibu performance murid hari ini?”*
(What do you think about the students’ performance, Ma’am?)
- ET : *“Penggunaan gambar memang sangat membantu ya mbak. Mereka jadi lebih santai dan pede saat performance di depan kelas. Mereka jadi ada gambaran mau ngomong apa, terus urutannya juga jadi gampang diingat.”*
(The using of pictures was really helping the students. They were more relax and confident when they were performing in front of the class. They had inspiration about what to speak, and the sequences were easy to remember)

However, there were still some problems related to the students' speaking performance. Sometimes they still forgot to use the correct tenses when they were speaking in front of the class. Some of them still could not pronounce English words correctly.

8th interview, Monday, 7th May 2012

- R : *"Gimana dek, speaking nya hari ini, susah atau gampang?"*
(What do you think about today's lesson? Was it easy or difficult?)
- Manda : *"Gampang-gampang susah sih mbak. Gampangnya karena ada gambarnya jadi kita lebih gampang speakingnya. Kalo susah nya sih ya grammarnya itu lo mbak, sering lupa kalau pakai past tense. Trus medoknya masih kelihatan, hehe."*
(It was easy but also difficult. It was easy for there were pictures so we were easier to speak. The difficult aspect was that we often forgot to use past tense and omit our local accent)

4) Summary of cycle 1

Based on the reflection above, there were some successful and unsuccessful actions. Those could be reported as follows:

- 1) The successful actions
 - a) The use of Power Point program to deliver the material was proven to be effective to attract the students to the lesson. Through this program, the teacher could present any materials and pictures to the students. This program was easy to operate for the teachers for there were slides that were easy to be displayed. Power Point program could support the displaying of colorful and interesting

materials pictures which was proven effective to stimulate the students to speak, especially in Building the Context stage. This program made the material easy and clear to be seen, so that the students could read the materials clearly up to the back rows of the class.

- b) The drilling activity before the students were asked to speak could help the students to pronounce the English words correctly in which this could increase their speaking performances.
- c) The using of pictures was proven to be effective in increasing the students' speaking ability. First, most of the students were motivated to speak with their own words for they did not need to memorize the sentences in the text and just looked at the pictures provided. Second, they were more confident and relax in producing the words in front of the class for they had pictures as guidance in their speaking performance. Third, by using the sequences of pictures, the students could speak orderly.

2) The unsuccessful actions:

- a) The listening activity was not functioning optimally for the written texts of the recording were shared to the students. The written texts made the students tend to just read the text and ignored the recording. Consequently, they comprehended the content of the text by reading, not listening. This could affect the students'

output, for they had the wrong input. By reading, they could not learn the intonation, pronunciation, and fluency from the recording played.

- b) The vocabulary discussion by opening the dictionary seemed uninteresting and made the students feel sleepy. This technique perhaps would be effective when they worked individually, but when they discussed together, only few students would actively search the meaning. Meanwhile the others would just be waiting for the results.
- c) The grammar and pronunciation problems were still found in the students' performance. Special efforts were needed to overcome these problems.
- d) The students sitting in the back rows were chatting with their friends when the researcher was playing the recording. It caused them unable to optimally grasp the content of the recording. It also disturbed the other students' attention to the recording.

b. Cycle 2

1) Planning 2

Based on the reflection of Cycle 1, it was found that there were still some problems in the use of pictures to increase the students' speaking ability. Those problems were: a) there was a problem in the listening activity; b) there was a problem in the vocabulary discussion technique; c) there were grammar and

pronunciation problems in students' performance; and d) there were some back rows distracters.

In Cycle 2, the researcher and the English teacher planned to implement similar actions like in Cycle 1 based on the consideration that those actions still need to be optimized. The actions are as the following:

1. Presenting materials completed with pictures through Power Point program by using an LCD projector and a viewer to attract students' attention in learning English.
2. Applying listening activity as an input activity before the students were asked to speak.
3. Using pictures as visual aids to help students in speaking.

However, in implementing those actions, the researcher and the English teacher agreed to change several parts to make the actions work more optimally. The new things to be carried out in Cycle 2 were as follows:

- 1) Applying the listening activity without sharing the written text of the recording before the students were asked to speak.

This was done to direct the students to more carefully listen and pay attention to the recordings for there was no any text that they could read. By this activity, they would train themselves to listen to the English texts.

- 2) Using "guessing the meaning from the context" as the substitution technique of "opening the dictionary" to find the meanings of the words in the recording of the modeling text.

This activity was done to lead the students to actively search the meanings of the words. By using *guessing* technique, they would feel curious to know the meanings of the words. Also, the vocabulary discussion would be presented in the form of filling the crossword puzzle. This was intended to make the students interested and motivated in finding the meanings of the new words.

3) Grammar and pronunciation consultation at the time when the students were preparing their performances.

This kind of consultation was done by the researcher by discussing the grammar and the pronunciation problems of the students in groups. This activity was expected to be effective for the students could ask many things to the researcher related to the grammar and the pronunciation problems.

4) Moving the students who were sitting in the back row to the front row of the class.

This was intended to avoid the internal students' disturbance. Those who sat in the back rows were used to chat with their partners and ignored the lesson. By moving them to the front row seats, they would pay more attention to the lesson for the researcher could easily see their activities.

The researcher and the English teacher then agreed to change the topic of the material to be *Spoof*. The reason was the limited time of the English teacher in giving this material if she had to wait until the research finished. So the English teacher planned to use this opportunity to give the students the last material of the second semester that was *Spoof*. The researcher and the English teacher then

found a text entitled *A Holiday in Italy* adapted from the book *Basic Stories for Reproduction* by Hill.

This story was already completed with some sequences of pictures so the researcher then maximized the size of the pictures and copied them for twenty-five times as there were twenty-five students. Here is the course grid of the second cycle material.

2) Actions and observation of cycle 2

The implementation of those actions was on Thursday, May 10th 2012, Monday, May 14th 2012 and Monday, May 21st 2012. Times of the research were considered because of the second semester examination and the results of the research. The focus of the actions in Cycle 2 was to increase the quality of the students' speaking ability. In this cycle, the material was about spoof. The actions in Cycle 2 could be described in the following vignette as follows:

Vignette

Thursday May 10th, 2012

XI IPS 2 Classroom

R : Researcher

ET : English Teacher

Ss : Students

1. The bell rang. Ss were already in the class. R was ready with her equipments. ET entered the class and got herself at the back corner of the classroom
2. R greeted Ss and checked the Ss' attendance.
3. R moved the back row students, Fajar and Evan to the front row of the class replacing Vizia and Ita.
4. R presented some pictures related to *Spoof* in the viewer. Ss gave their opinions.

R : "So, what happened to these people?"

Ss : "They smile and laugh."

R : "What do you think, why do they laugh, are they listening to a sad story?"

Ss : "No... they listened to a funny story"

R : "Do you like funny stories?"

Ss : "Yees.. Miss"

R : "What are they called in English?"

Aulia : "Spoof, Miss"

R : "That's right, today we'll learn about *Spoof*"

5. R presented *Spoof* material through Power Point program.
6. R played a recording entitled *A Holiday in Italy* twice without sharing the written text.
7. For there were many outside noises, R read aloud the text for twice. After R read the text to the students, she then asked some questions to dig Ss' comprehension toward the text that they listened before

R : "Well, students can you comprehend the story?"

Ss : "Yees, Miss."

R : "Ok, who was having a holiday in Italy?"

Ss : "Miss Wyatt, Miss"

R	:	“Could she speak Italian?”
Ss	:	“Noo...”
R	:	“What do you think, why did she want to have mushroom as her lunch?”
Ss	:	“She saw mushrooms in the market”
R	:	“Ok guys, what made you laugh?”
Ss	:	“The waiter take umbrella after he saw Miss Wyatt’s picture”
R	:	“ <i>take</i> or <i>took</i> ?”
Ss	:	“ <i>toooooo</i> ... <i>Miiiiisss</i> ”

9. R shared the task of crossword puzzle to find the synonyms of the words provided. Then, R read the sentences which contained those words. Sometimes R used her mimics and gestures to make Ss comprehend the meanings. All of Ss looked busy in guessing the meanings and wrote the synonyms in the cross word puzzle

10. R led Ss to pronounce words in crossword puzzle. R asked Ss whether they had questions. Ss shook their heads.

11. Ss worked in pairs to do Task 2 (comprehension questions).

13. The bell rang, R told Ss that the answers would be discussed on the next meeting. R ended the class.

Vignette

Monday, May 14th, 2012

XI IPS 2 Classroom

1. The bell rang. ET and R entered the classroom.
2. R greeted and checked Ss’ attendance.
3. R reviewed the previous lesson. Most of the students still remembered about the previous lesson.
4. R asked Ss to take their worksheets out.
5. R and Ss discussed the answers of Task 2. Most of Ss could answer correctly.
6. R asked Ss to make a group of three, Ss practiced retelling *A Holiday in Italy* story with their own words.
7. R walked around the class and went to each group to help Ss in their grammar and pronunciation problems. Ss looked enthusiastic in asking many questions to R.
8. All of the groups performed in front of the class. When R offered which group would perform first, Vivi’s group soon raised up their hands. Next, other groups raised up their hands soon after the other groups finished performing.

9. R told Ss that she was satisfied for most of Ss used their own words in retelling the *Spoof* story.

10. R asked Ss to find a *Spoof* story and retold it at the next meeting. Ss could use pictures as their aids. Ss did not complain.

11. The bell rang. R ended the class.

Vignette

Monday, May 21st, 2012

XI IPS 2 Classroom

1. The bell rang. R and ET entered the classroom. Ss were busy in preparing their performance.

2. R greeted Ss and checked Ss' attendance.

3. Some of Ss said they need some times to prepare their performance.

4. R gave fifteen minutes preparation to Ss and went around the class to help Ss overcome the grammar and pronunciation problem.

5. R stopped the preparation time and offered Ss to perform in front of the class.

6. Aulia raised up his hand. After Aulia performed, many students raised up their hands.

7. After all Ss performed, R asked them to tell about their selves and retell their personal experience. Most of Ss could speak well without preparation.

8. R told that day was the last day of her teaching.

Similar to cycle 1, cycle 2 was held in three meetings. In this cycle, there were some revisions and new actions implemented in the English lesson. The followings were the description of cycle 2 based on the actions taken.

a) Presenting materials completed with pictures through Power Point Program by using an LCD projector and a viewer to attract students' attention in learning English

The researcher and the English teacher agreed that the material in this cycle would be presented through Power Point program by using an LCD and viewer provided in the class room. The researcher had already been in the

classroom ten minutes before the bell rang to prepare the lesson. Some of the students helped the researcher to prepare the lesson by pushing the ON button of the LCD and set the portable speaker to the laptop.

To handle the students who became back-row distracters, the researcher asked them to move to the front rows. It was effective to avoid them to make noise during the teaching and learning process.

As the previous meeting, the researcher then displayed some laughing people in the viewer through Power Point program as the *Building the Context stage* in learning *spoof text*. The researcher then gave the students some questions to activate the background knowledge of the students like :

- a) Well, guys, what do you see in the picture?
- b) Why are they laughing, what do you think?
- c) Have you ever made your friend laugh like this?
- d) What do you do to make your friends laughing?
- e) Do you like to share some funny stories to your friend?
- f) Why do you like to share funny stories?
- g) Does anyone of you know, what is a funny story or experience in English lesson called?

The researcher then displayed and explained the social function and the generic structure of *Spoof* text. She also reminded the grammar used in *Spoof* text. The researcher would not teach grammar to the students and preferred to have such consultation group per group before the students perform their retelling activity. The students looked interested and paid attention to the material given.

b) Applying listening activity as an input activity before the students were asked to speak.

The new way of listening activity was implemented. The researcher then played the recording of the modeling *Spoof* text entitled *A Holiday in Italy* two times without sharing the written text of the recording. Nevertheless, the students still could not catch what the text was about for there were many noises outside the class like the mosque crowd, and the post-exam students at the XII grade who were chatting outside the class. The researcher then read the written text of the recording carefully and loudly around the class. When the students looked confused, the researcher used her mimics and gestures to make them understood.

This was effective for the students then laughed after they heard the twist of *A Holiday in Italy* text. They could also answer the questions related to the text

After having a discussion, the researcher then shared a task of crossword puzzle in which the students were asked to find the synonyms of the vocabulary provided by guessing the meanings from the text *A Holiday in Italy*. The researcher then read the sentences of those words and the students were guessing

the meanings. Sometimes, the researcher used her mimics and gestures to make the students easier to guess. They worked with their partners.

After that, the researcher then led the students to pronounce those words correctly. All of the students imitated what the researcher said fluently. The researcher then asked the students whether there was any word that they did not know the meaning. Then, the students were asked to have a discussion with their groups to answer the comprehension questions from the text *A Holiday in Italy*.

Next, the researcher shared the pictures of *A Holiday in Italy* story and the students were asked to work in groups of three and made dialogues in which inside it, they retold the story of *A Holiday in Italy*. The researcher then walked to each groups and had a consultation about the grammar used in *Spoof* and the pronunciation of some English words that they were going to use in their performances.

c) Using pictures as visual aids to help students in speaking

As the previous cycle, there were two stages in which the students were asked to perform their speaking performance; they were JCOT (*Joint Construction of the Text*) stage and ICOT (*Individual Construction of the Text*) stage. At JCOT stage, the students were asked to work in groups of three and retold the modeling text *A Holiday in Italy* story in front of the class in the form of dialogues by the helping of the pictures given.

In this stage, there were some increases in the students' performance like the appropriate using of past tense and pronunciation like what they had discussed with the researcher before.

At the next meeting, to fulfill the ICOT stage, the students were asked to retell their *Spoof* story in front of the class only with the helping of any forms of pictures. Some of them were searching the story and the pictures from the internet, while the others preferred to retell their own stories.

Before performing, they had consultations with the researcher about the grammar and pronunciation of the English words that they would use. Also, this consultation affected the results of their performances.

Next, the researcher held the post-test activity. In this chance, the students were asked to tell about their selves and their personal experiences. Most of the students could speak well without any long preparation. Most of them told about their other funny stories related to the last topic that they just learned.

3) Reflection of cycle 2

After conducting the actions in cycle 2, the researcher and the English teacher conducted a discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action that had been conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a) Presenting materials completed with pictures through Power Point Program by using an LCD projector and a viewer to attract students' attention in learning English

The researcher found that the use of Power Point program through LCD projector and a viewer could increase the motivation and attract the students' attention in learning English lesson. This facility could support the displaying of any kinds of material in more attractive ways. Teachers could present the colourful materials, big size fonts of letters, many kinds of theme fonts, many kinds of colourful pictures with various sizes, and so on. The materials also could be seen clearly up to the back rows students. This made them have more concentration to the lesson. Also, the displaying of some pictures related to the topic could help them activate their background knowledge and presented it orally.

10th interview, Monday, 21st May 2012

- R : *“Apakah ada masukan untuk pembelajaran hari ini Bu?”*
(Is there any suggestion for today's lesson Ma'am?)
- ET : *“Kalau untuk penggunaan viewer nya sih saya rasa tidak ada masalah, bahkan itu malah membuat murid jadi semangat untuk memulai belajar dan mengaktifkan lagi kemampuan speaking mereka , karena di situ ada beberapa gambar yang dibahas dan memerlukan opini siswa.*
(There was no problem related to the use of viewer itself. Moreover, that could make the students motivated to begin the lesson and activated their speaking abilities for there were many pictures discussed and they required the students' opinions.)

b) Applying listening activity as an input activity before the students were asked to speak.

The listening activity as the input activity for the students was effective. Because of many factors, the technique of the listening activity was modified by the researcher. When the recording did not work properly or functioned optimally, she then read aloud around the class with the appropriate pronunciation that had been learned before. Most of the students could comprehend the content of the text well. They also paid more attention to the researcher to understand what she was saying, including the students who moved their seats from the back rows to the front rows. By listening activity, the students could learn many things like the grammar used in the text, the pronunciation of many English words, the new words that they never heard before, and so on.

9th interview, Thursday, 10th May 2012

- R : “Do you like today’s listening activity, Vizia?”
 Vizia : “*Iya mbak, apalagi di luar rame banget, jadi waktu dibacain sama Mbak sangat membantu.*
 (Yes, Miss. Moreover, there was a noise outside, so the reading of the text was really helpful.)”
 R : “*Kira-kira ada manfaatnya ga, listening buat kamu?*”
 (Was there any function of the listening activity for you?)
 Vizia : *Iya Mbak, kita jadi tahu kalau Spoof tu pake past tense. Trus kita juga jadi tahu cara pengucapannya kaya Italy, tu bacanya Iteli, bukan Aiteli, hehe.*
 (Yes, Mbak. We now knew that Spoof text was using past tense. Moreover, we knew how to pronounce some words like Italy, it was pronounced *Iteli*, not *Aiteli*, hehe)

As mentioned before, this activity was followed by the vocabulary discussion. This was done in pairs. Still, the researcher did not share the text to train their guessing meanings ability. This would be useful in the future for they would not always deal with the dictionary. For example, when they did the speaking section in the final examination and when they did chatting with the foreigners. This ability was really needed by the students. The researcher then used her mimics and gestures to make the meaning of the words clearer.

9th interview, Thursday, 10th May 2012

- R : *“How was the vocabulary discussion today, Ikhrar. Did you find any difficulties to catch the meanings?”*
- Ikhrar : *“Oh yang menebak makna kata ya Mbak. Sebenarnya saya tu termasuk murid yang dikit vocabularynya, tapi waktu Mbak tadi mbacain teksnya trus dengan berbagai gaya, saya jadi bisa ngerti apa maknanya trus tinggal cari sinonimnya aja sama si Ghani.*
 (The guessing meaning? I actually was a student who had limited vocabulary but when you read the text with mimics and gestures, I could understand the meanings and then tried to find the synonym with my partner, Ghani)

Similar with the previous cycle, the researcher then had drilling activity with the students. She also asked the students whether they had any words that they did not know the meanings.

c) Using pictures as visual aids to help students in speaking

Similar with the previous cycle, the use of the pictures was really helping the students to speak. By implementing the grammar and pronunciation

consultation in each group before they had performances in front of the class with their pictures, it was really making the students' performance became better. In this cycle, they were not just motivated and brave enough to speak, but their abilities were also increased. They could minimize their grammar errors and the misspelling, although they still could not omit their local dialects.

10th interview, Monday, 21st May 2012

- R : *"Menurut Ibu bagaimana performance anak hari ini?"*
(What do you think about today's performances, Ma'am?)
- ET : *"Meningkat ya Mbak, sekarang mereka tidak hanya mau untuk speaking di depan kelas, tapi juga meningkat dari segi penggunaan grammar dan pronunciation nya. Walau mereka ada yang lupa, tapi tidak jadi masalah"*
(Their performance quality increased. They did not just want to speak in front of the class, but their abilities in the using of grammar and pronunciation were increased also. Some of them still forgot, but it did not matter)

11th interview, Monday, 21st May 2012

- R : "What do you think about your performance today, Yudhis?"
- Yudhis : *"Agak sedikit grogi sih mbak, cuman ya lumayan terbantu karena ada gambarnya, jadi inget apa yang mau diomongin. Apalagi kan udah diajarin sama Mbak tentang grammar dan pronunciation nya. Walau ada yang lupa sih mbak, tapi menurutku lumayan bagus. Iya kan Mbak ?Hehe"*
(A little bit nervous, but I was helped by the pictures so I remembered what to speak. Moreover, you taught me about the grammar and pronunciation. It was great, although I missed and forgot about some words)

4) Summary of cycle 2

Based on the reflection above, there were some successful and unsuccessful actions. Those could be reported as follows:

1) The successful actions:

- a) The using of Power Point program in presenting the materials and activating the students' background knowledge was proven to be effective. The students were motivated to utter their opinions about what they saw in the viewer. The pictures shown in the viewer could stimulate students to express their opinions orally as the stage of *Building the Context* before the material was delivered.
- b) The listening activity without sharing the written transcript of the recording was proven effective before the students were asked to speak. They could learn how to pronounce English words, recognized some new English words, and knew the grammar used in the text given. The new technique of listening activity by listening to the researcher was really effective to overcome the unpredictable problems like the noise from the outside, and the error recordings.
- c) The new technique of the vocabulary discussion was really helping and motivating the students to find the meanings of some English words. Guessing the meanings from what the researcher said and

acted (mimics and gestures) could help students in finding the meanings of the English words. Also, this technique could train them to face the similar problems when they were dealing with the real situation. The vocabulary discussion itself really functioned when the students were asked to retell the modeling text in front of the class.

- d) The grammar and pronunciation consultation between the researcher and the students group per group could support the increases of the students' performances. The students felt free to ask many questions and consulted their pronunciation problems which could support their speaking performances.
- e) Moving the students in the back rows to the front rows was proven effective to minimize the internal distracters.

2) The unsuccessful actions:

- a) The grammar and pronunciation problems were still founded in the students 'performances.

C. Summary of Research Findings

The actions were implemented in two cycles. Based on the reflections of each cycle, there were some points which could be concluded as follows:

1. The implementation of Cycle 1 and 2 were successful to increase the students' speaking ability.

2. The use of pictures to motivate the students to utter their background knowledge related to the topic was really effective, especially when it was presented through an LCD and a viewer in a Power Point Program.
3. The use of pictures to increase the students' speaking ability was proven effective. Pictures could motivate the students to speak, made them more confident in their speaking performances, and guided the students to speak orderly.
4. The use of pictures to increase the students' speaking ability would be more effective when it was preceded by some input activities like listening activity, vocabulary discussion, drilling activity and grammar-pronunciation consultation.
5. The back-row distracters could be overcome by moving them to the front rows and giving them the opportunity to speak anything as long as it was around the learning context.

The followings were the comparison description of students' improvement before and after the implementation of the actions. The table could be presented as follows:

Table 2. Comparison Descriptions of Students' Improvements

No	Before actions were implemented	Cycle 1	Cycle 2
1	Students did not respond to teacher's questions properly.	Some students were confident to respond to researcher's question. However, some others	Many students were confident to respond to teacher's questions.

continued

continued

		were not.	
2	Students were not confident in expressing their opinions related to the topic.	Some students were confident in expressing their opinions. However, they still used Indonesian.	Many students were confident in expressing their opinions related to the topic in English.
3	Students were bored and sleepy during the teaching and learning process.	Students were enthusiastic in joining the class. They enjoyed the teaching and learning activities.	Students became more active in the teaching and learning activities. They responded to the researcher's questions and express their opinions.
4	Students frequently lost their attention. They chatted with other friends or busy with their cell phones	Some students sitting in the back row chatted with their friends and disturbed the other friends' concentration.	The students who often made noise in the back row paid attention to the lesson and researcher's instructions.
5	Most of the students memorized their utterances.	Some students started not to memorize their utterances.	Most of the students did not memorize their utterances.
6	Students needed long preparation before they performed speaking.	Students needed shorter preparation.	Students needed short preparation. When the teacher asked them to perform, many students raised up their hands.
7	Students had limited vocabulary.	Some students had more vocabulary.	Most of the students had more vocabulary.
8	Students did not familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>	Some students were familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>	Most students were familiar with some speaking terms like <i>pronunciation, fluency and accuracy</i>
9	The media were not interesting and lack of visual aids.	The media were completed by visual aids which attracted students' attention and	The media were attractive and interactive that the students could learn more

continued

continued

		increased students' motivation.	communicatively in a fun atmosphere.
10	Students were not aware of their pronunciation, fluency and accuracy in their speaking performances.	Some students were aware of their pronunciation, fluency and accuracy in their speaking performances.	Most students were aware of their pronunciation, fluency and accuracy in their speaking performances.

Also, in the pre-test and post-test activities, there were some differences as described in the following table

Table 3. Descriptions of Students' Pre-test and Post-test Differences

NO	PRE-TEST	POST-TEST
1	Students needed long preparation to prepare themselves in their performances for they memorized their utterances first.	Most of the students needed short time to prepare themselves in their performances.
2	Most of the students memorized their utterances.	Most of the students could speak English spontaneously.
3	Most of the students were not confident in their speaking performances. There were many silences in their performances.	Most of the students were confident in their performances. Silences during performances were decreasing.
4	Students' pronunciation skills were low. Most of the students	Students' pronunciation skills were increasing. Many students

continued

continued

	could not pronounce the English words correctly.	could pronounce English words correctly.
5	Students were not enthusiastic with the speaking activity. None of them would initiate to perform in front of the class, even many of them denied to perform.	Many students were enthusiastic with the speaking activity. Many of them would initiate to perform in front of the class. None of the students denied to perform.
6	Many students used Verb 1 in retelling their personal experiences.	Many students used Verb 2 in retelling their personal experiences.

To get the final scores, the researcher then counted each student' average scores in every cycle as follows:

Table 4. Students' Average Scores

No.	Scores			
	Pre-test	Cycle 1	Cycle 2	Post-test
1	5	6	6.25	6.5
2	5	6	6.25	6.5
3	6	6.75	7	7.5
4	7	8	8.25	8.5
5	7	7.25	7.75	8
6	5	6.75	7.25	7.5
7	6	6.5	6.5	6.75
8	6	7	7.25	7.5
9	4	6.25	6.25	6.5

continued

continued

10	6	6.75	7.25	7.25
11	5	6.75	7	7.25
12	5	7.5	7.75	8
13	5	6.5	6.75	7
14	6	7	7.25	7.5
15	5	6	6.5	7
16	7	7.75	8	8
17	6	7	7.25	7.5
18	7	7.25	7.5	7.75
19	5	6.25	6.5	6.75
20	4	7.25	7.5	7.5
21	6	7.5	7.75	8
22	6	7	7.5	7.75
23	6	7	7.25	7.5
24	5	6	6.5	6.75
25	6	6.75	6.75	7
Mean Score	5.64	6.83	7.11	7.35

By comparing from the mean scores of pre test and post-test, there was an improvement of the students' speaking ability by using pictures.

To check the validity of the finding, the researcher applied methodical and data triangulations. The researcher conducted methodical triangulation by comparing the data gathered from the interview, observation, and test. The data triangulation was applied by interviewing different sources such as the students and the English teacher. The triangulation revealed the same result. The information compiled from the different instruments and sources used by the

researcher showed that the students' speaking ability was increased by the using of pictures.

The use of pictures preceded by some supporting activities like listening activity, vocabulary discussion, and drillings was proven effective in improving the students' speaking ability. By the using of pictures as the visual aid, the students were motivated to speak in English. They also became more confident and relax in performing their speaking performances. They were really aided by the pictures in producing the English words.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusions, implications and suggestions. The explanation of each point is presented below.

A. Conclusions

This research recorded some data about the use of pictures to improve the students' speaking ability. The research was carried out from April to May 2012. There were two cycles in this action research. In both cycles, the researcher implemented some actions as follows:

1. Presenting materials completed with pictures through Power Point program by using an LCD projector and a viewer to attract students' attention in learning English.
2. Applying listening activity as an input activity before the students were asked to speak.
3. Using pictures as visual aids to help students in speaking.

In the first and second cycle, there were results showing the implementation of pictures was successful to improve the students' speaking ability. The use of pictures wrapped in Power Point program to deliver the materials was proven effective. It was so since pictures could stimulate the students to utter their opinions about the pictures that they saw in the viewer. Students were more stimulated to discuss the topic of the lesson through the displaying of some

pictures. Moreover, the pictures shown in the viewer could attract students' attention and interest in learning English. The existence of Power Point program completed with the LCD and the viewer could make teachers possible to present the colourful and meaningful pictures related to the topic.

The students' speaking ability could also be enhanced by giving an input activity that is listening activity. Listening to the modelling text recording could help students to comprehend the topic of the lesson. Students could activate their knowledge about some English words' pronunciation, new vocabulary, intonation, and so on. Based on the tests held, students' average pre-test score was 5.64 while the students' average post-test score was 7.35. This results clearly shows us that there is an improvement in students' speaking ability.

The use of pictures in production stages of speaking could improve their performances. This could be seen from four aspects, they were fluency, pronunciation, accuracy and vocabulary. By using pictures, students were motivated in showing their speaking performances for they had an aid in retelling in front of the class. Moreover, pictures could make them more confident for they did not have to memorize all the utterances of their performance. Pictures could also help students to speak orderly.

The implementation of the actions resulted in some improvements. Those improvements were related to the teaching and learning process of speaking and the students as well. Improvement descriptions were presented below.

1. The improvement of the speaking teaching and learning process

Before the actions were implemented, the teaching and learning process of the speaking class was lack of facilities and input activity. The improvements were not only found in term of the using of Power Point program through an LCD and a viewer to activate their background knowledge (BKOF stage) but also the abilities of their speaking were improved for they had an input activity before, that was listening activity.

2. The improvement of the students' attitudes

There were some improvements of the students after the actions were implemented. The students who formerly often lost their attention became more focused on the lesson and more active in the teaching and learning activities. They became more confident to respond to teacher's questions. Moreover, they became more confident and motivated to perform their speaking performances. Students who formerly did not brave enough to perform in front of the class changed to be challenged and would show their speaking performances. Students also knew about some speaking terms like fluency, accuracy, and pronunciation.

B. Implications

Based on the result of the study, it was found that the students could enhance their speaking comprehension in the teaching and learning process. The implications of the actions are described below.

1. In this research, the material of the lesson was presented in the viewer through Power Point program. This program made the teacher easier to present the materials in slides. Also, by using these facilities the displaying of

clear and colourful pictures were possible so that the students would be motivated to utter their opinions. This implies that English teacher should optimize the use of the facilities to support the success of the teaching learning process.

2. The use of pictures to increase the students' speaking ability was proven effective. Pictures could motivate the students to speak, made them more confident in their speaking performances, and guided the students to speak orderly. This implies that English teacher should use media especially pictures to help the students to perform their speaking performances.
3. The use of pictures to increase the students' speaking ability would be more effective when it was preceded by some input activities like listening activity, vocabulary discussion, drilling activity and grammar-pronunciation consultation. This implies that to enhance the students speaking skill, some preceding activities should be taken.

C. Suggestions

Based on the conclusions and implications that have been explained before, some suggestions can be directed toward the English teachers and other researchers. The suggestions are as follows:

1. To the English teachers

It is important for the teacher not only to focus on teaching reading, writing and listening but also speaking. Teaching speaking is important especially in foreign language classroom since it is one of the important indicators of the

success of teaching foreign language. It provides the students situations which they would face in their daily lives. The teaching and learning of speaking should be delivered in an interesting concept. The use of pictures could be applied since pictures are accessible media that can be found almost everywhere and everytime. The use of pictures functions optimally in activating the students' background knowledge (BKOF stage) especially when they are supported with some facilities like LCD and viewer. These two facilities could display the pictures optimally. The use of pictures can also help students in their speaking performances especially when they are presented in sequences of pictures. Also, the listening activity as the input activity cannot be ignored to improve the students' speaking ability for the students need an appropriate input before they produce the good output.

2. To other researchers

The actions in this study are limited only to the use of general pictures. There are many kinds of pictures like the photograph, diorama, charts, and so on. The researcher expects the other researchers to explore deeper in the use of many kinds of pictures to improve the students' speaking ability.

3. To the students

The researcher expects the students to do many speaking exercises not only inside the classroom but also outside the classroom. The researcher also expects the students to practice this skill independently outside the classroom.

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Appendix 1

Interview Transcripts

Interview 1

Principal's office

Wednesday, 25th April 2012

P : Principal

ET : English Teacher

R : Researcher

R : "Selamat siang Pak, mohon maaf mengganggu waktu Bapak sebentar.

P : "O iya, silakan masuk Mbak. Ada yang bisa saya bantu?"

R : "Begini Pak, saya Riesty dari UNY. Saya bermaksud memohon ijin Bapak untuk mengadakan penelitian skripsi di sini.

P : "Oh iya, surat ijin dari kampus ada ya Mbak?"

R : "Iya, ada Pak, sudah saya serahkan di TU."

P : "Kapan Mbak penelitiannya, kalau saya monggo saja, tapi saya mohon agar sekolah diberi satu bendel hasil skripsinya ya."

R : "Terima kasih Pak, pasti saya akan berikan begitu skripsi saya selesai."

P : "Sukses ya Mbak Riesty."

R : "Terima kasih Bapak."

Interview 2

Teacher's office

Wednesday, 25th April 2012

ET : English Teacher

R : Researcher

R : "Mohon maaf Ibu, mengganggu sebentar, bagaimana kabar Ibu?"

ET : "Baik Mbak, gimana sudah mau AR disini ya?"

R : "Iya Bu, saya mohon bantuannya ya. Ibu mengajar hari apa saja dan kelas mana yang mungkin saya teliti ya Bu?"

ET : "Saya usulkan kelas XI IS 2 saja karena kemampuan siswa saya nilai yang paling kurang jadi butuh treatment. Kalau hari saya mengajar di IS 2 Senin dan Kamis.

R : "O begitu ya Bu, saya boleh minta absensi siswa nya ya Bu. Berarti besok saya boleh observasi ya Bu?"

ET : "Iya boleh. Absensi di TU ya Mbak. Kira-kira mau sampai kapan Mbak? Ini awal Juni sudah semesteran jadi saya diberi waktu untuk review ya."

R : "Baik Bu, saya usahakan sebelum itu sudah selesai. Baik Bu, saya pamit dulu. Terima kasih Ibu."

Interview 3

XI IS 2 Class room

Thursday, 26th April 2012

R : Researcher

A : Agni

R : "Agni, saya tanya-tanya sebentar ya?"

A : "Iya, boleh Mbak."

R : "Menurut kamu gimana proses pembelajaran Bahasa Inggris selama ini, terutama saat "speaking"?"

A : "Gimana ya Mbak, menurutku membosankan sih. Pelajarannya monoton cuma disuruh percakapan terus.

- Jadinya kurang variasi”
- R : “Kalau penggunaan medianya gimana, sering gak pakai viewer dan LCD di kelas?”
- A : “Jarang banget sih mbak, makanya jadi bosan.”
- R : “Apa sih yang bikin susah waktu “speaking performance” ?”
- A : “Kalau sebelum performance kan kita disuruh bikin dialog tu Mbak. Pas latihan tu hapal, tapi kalau pas di depan hapalannya sering hilang”
- R : “Jadi Agni menghafal dulu ya?”
- A : “Iya Mbak, belum bisa yang spontan gitu. Makanya kalau pas disuruh” speech” atau” retelling” ya jadinya susah Mbak, soalnya teksnya panjang, ngafalinnya juga susah”
- R : “Makasih, ya.”

Interview 4

Teachers’ office

Thursday, 26th April 2012

R : Researcher

ET : English Teacher

- R : “Ibu, saya boleh tanya-tanya sebentar?”
- ET : “Iya, silakan Mbak.”
- R : “Maaf Ibu, saya mau tanya. Tadi saya melihat di kelas ada fasilitas LCD dan viewer, apakah Ibu sering menggunakan fasilitas tersebut, misalnya untuk mempresentasikan materi dengan Power Point?”
- ET : “Jujur saja kalau saya jarang pakai Mbak, soalnya saya biasanya menyampaikan materi secara langsung atau lewat buku. Kalau pakai Power Point kan butuh waktu, nah itu Mbak, yang gak sempat bikinnya.”
- R : “Oh iya Bu, kalau anak-anak performance biasanya bagaimana?”
- ET : “Biasanya saya suruh bikin dialog, trus mereka maju berpasangan atau berkelompok. Kalau untuk kualitas speaking mereka masih rendah ya, yang penting anak-anak maju saya senang”
- R : “Biasanya ada listening dulu atau latihan drilling pronunciation gak ya Bu?”
- ET : “Jarang ya, bahkan hampir gak pernah soalnya kalau di lapangan tidak bisa selalu idealis listening dan speaking seperti di teori. Kadang anak mood speaking tapi gak mood listening jadi ya saya langsung saja.”
- R : “Terimakasih Ibu, atas waktunya”

Interview 5
Monday, 30th April 2012
XI IS 2 Classroom
R : Researcher
S : Surya
A : Agni

- R "How was the vocabulary discussion by using the dictionary software, Surya?"
- S "Bagus sih mbak, cuman karena vocab yang ga kita tahu tu banyak, jadi pembahasannya lama dan bikin ngantuk, hehe"
- R "How is the drilling activity today, Agni?"
- A "Bermanfaat banget mbak, kita jadi belajar mengucapkan kata dalam Bahasa Inggris dengan tidak medok, trrus gak bikin ngantuk juga soalnya kita gak melulu diem."

Interview 6
Thursday, 3rd May 2012
Teachers' office
R : Researcher
ET : English Teacher

- R "Apakah ibu melihat adanya permasalahan dalam pembelajaran selama ini, Bu?"
- ET "Iya mbak, terutama saat Mbak membagikan teks pada siswa, mereka memanfaatkan text yang dibagikan untuk dipahami, bukan dari listeningnya. Trus juga saat mereka retelling teks model nya, sebagian dari mereka juga menghapuskan kata-kata dalam teks"
- R "Oh ya, saya mengerti Bu. Ada yang lain lagi ga ya Bu?"
- ET "Mungkin untuk anak-anak yang duduknya di baris belakang, karena mereka ngobrol sendiri saat listening Mbak."

Interview 7
Monday, 7th May 2012
Teachers' office
R : Researcher
ET : English Teacher

- R : "Alhamdulillah ya Bu, siklus pertama sudah terlaksana. Mohon maaf saya mengganggu waktu Ibu sebentar untuk wawancara?"
- ET : "Iya silakan, silakan monggo saja saya siap membantu"
- R : "Bagaimana pendapat Ibu mengenai penggunaan Power Point dalam pembelajaran siklus pertama kemarin?"
- ET : "Lumayan menarik ya Mbak, karena mereka jarang diajar menggunakan fasilitas tersebut, mereka jadi lebih

- tertarik dan semangat.”
- R : “Di dalam materi Power Point saya kan ada gambar untuk Building the Context, menurut Ibu bagaimana?”
- ET : “Saya lihat anak-anak jadi terpancing untuk mengutarakan pendapat mereka ya mbak, apalagi gambarnya menarik. Saya rasa adanya gambar ini sangat efektif.”
- R : “Bagaimana menurut Ibu performance murid hari ini?”
(What do you think about the students’ performance, Ma’am?)”
- ET : “Penggunaan gambar memang sangat membantu ya mbak. Mereka jadi lebih santai dan pede saat performance di depan kelas. Mereka jadi ada gambaran mau ngomong apa, terus urutannya juga jadi gampang diingat.”
(The using of pictures was really helping the students. They were more relax and confident when they were performing in front of the class. They had inspiration about what to speak, and the sequences were easy to remember)

Interview 8
Monday, 7th May 2012
XI IS 2 Classroom
R : Researcher
Ri : Rini
A : Aril
M : Manda

- R : “Gimana dek kabarnya hari ini?”
- Ri, A,&M : “Baik-baik Mbak”
- R : “Mo tanya-tanya bentar ya?”
- Ri : “Boleh banget”
- R : “Selama ini kan kita pakai Power Point pas pelajaran, menurutmu bagaimana?”
- Ri : “Bagus Mbak, materinya jadi menarik, trus jelas banget kalau pakai viewer tu. Trus juga bikin ga ngantuk”
- R : “Pas awal pelajaran kan kita bahas gambar-gambar yang ada di Power Point itu, menurutmu gimana?”
- Ri : “Oh yang disuruh mengutarakan pendapat gitu ya Mbak? Iya kita jadi termotivasi aja untuk ngomong, walau ga bisa, hehe”
- R : “About the using of pictures, did they help you in speaking, Aril?”
- A : “Sangat membantu Mbak.”
- R : “What kind of help do you mean, can you describe further?”
- A : “Ya gimana ya Mbak, kita jadi tidak perlu menghafal sebelum kita maju “performance”, kita tinggal lihat

- gambar dan ngomong pake bahasa kita sendiri aja gitu Mbak. Terus kita juga jadi gak lupa urutan ceritanya, terutama “narrative” kan panjang to Mbak, hehe, pokoknya sip, saya senang.”
- R : “Gimana dek, speaking nya hari ini, susah atau gampang?”
- M : “Gampang-gampang susah sih mbak. Gampangnya karena ada gambarnya jadi kita lebih gampang speakingnya. Kalo susah nya sih ya grammarnya itu lo mbak, sering lupa kalau pakai past tense. Trus medoknya masih kelihatan, hehe.”

Interview 9

Thursday, 10th May 2012

XI IS 2 Class room

R : Researcher

V : Vizia

I : Ikhrar

- R : “Vizia and Ikhrar, aku mau tanya-tanya bentar ya?”
- V&I : “Iya, mbak.”
- R : “Vizia first. Do you like today’s listening activity, Vizia?”
- V : “Iya mbak, apalagi di luar rame banget, jadi waktu dibacain sama Mbak sangat membantu.
- R : “Kira-kira ada manfaatnya ga, listening buat kamu?”
- V : Iya Mbak, kita jadi tahu kalau Spoof tu pake past tense. Trus kita juga jadi tahu cara pengucapannya kaya Italy, tu bacanya Iteli, bukan Aiteli, hehe.
- R : “How was the vocabulary discussion today, Ikhrar. Did you find any difficulties to catch the meanings?”
- I : “Oh yang menebak makna kata ya Mbak. Sebenarnya saya tu termasuk murid yang dikit vocabularynya, tapi waktu Mbak tadi mbacain teksnya trus dengan berbagai gaya, saya jadi bisa ngerti apa maknanya trus tinggal cari sinonimnya aja sama si Ghani.

Interview 10

Monday, 21st May 2012

Teachers’ office

R : Researcher

ET : English Teacher

- R : “Ibu, saya tanya sebentar ya. Apakah ada masukan untuk pembelajaran hari ini Bu?”
- ET : “Kalau untuk penggunaan viewer nya sih saya rasa tidak ada masalah, bahkan itu malah membuat murid jadi semangat untuk memulai belajar dan mengaktifkan

lagi kemampuan speaking mereka , karena di situ ada beberapa gambar yang dibahas dan memerlukan opini siswa.”

- R : “Menurut Ibu bagaimana performance anak hari ini?”
ET : “Meningkat ya Mbak, sekarang mereka tidak hanya mau untuk speaking di depan kelas, tapi juga meningkat dari segi penggunaan grammar dan pronunciation nya. Walau mereka ada yang lupa, tapi tidak jadi masalah”
R : “Terimakasih Ibu.”

Interview 11

Monday, 21st May 2012

XI IS 2 Class room

R : Researcher

Y : Yudhis

- R : “Yudhis, aku mau tanya bentar ya?”
Y : “Iya Mbak, silakan.”

R : “What do you think about your performance today, Yudhis?”
Y : “Agak sedikit grogi sih mbak, cuman ya lumayan terbantu karena ada gambarnya, jadi inget apa yang mau diomongin. Apalagi kan udah diajarin sama Mbak tentang grammar dan pronunciation nya. Walau ada yang lupa sih mbak, tapi menurutku lumayan bagus. Iya kan Mbak ?Hehe”

Appendix 2

Field notes

Fieldnote 1**Thursday April 26, 2012****XI IPS 2 Classroom****R : Researcher****ET : English Teacher****Ss : Students**

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom was clean and neat. There were some facilities such as an LCD projector, a viewer and an AC. ET started the lesson by greeting Ss. Then she asked Ss what they had learned at the previous meeting. One student seemed active in answering the questions. Meanwhile the others kept silent or answered lazily. ET told Ss that they would perform expressions of anger and embarrassment. ET didn't use any media at all. Sometimes, ET used Indonesian. When ET was explaining the materials, some Ss sitting in the back rows were chatting with their friends. Some Ss were busy with their cell phones. Then ET asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. They memorized the dialogue seriously. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.

Ss performed their dialogues in front of the class. They seemed trying to remember what they had memorized before. Sometimes they were silent, did not know what to speak as they suddenly skipped what they were going to say. Most of their pronunciation, fluency, and accuracy were bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.

ET did not directly correct the Ss' mistakes. She took a note about those mistakes and corrected at the end of the class. Nevertheless, not all Ss' mistakes were noted and corrected. ET made a game to end the class. ET asked Ss to perform individually in front of the class to describe something, while the other students were asked to guess it. ET mentioned some names but they refused this challenge. Finally there were some students who were brave enough to describe something. Their vocabulary was so limited. Also, their pronunciation, fluency and accuracy were bad.

ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary.

ET asked Ss whether they had some questions. ET then asked students to introduce themselves and told their experiences. When the teacher asked the students to perform in front of the class, they felt minded. The teacher then offered some students to perform. None of them were willing to perform first. Finally, the teacher called the students' names one by one

Field note 2**Monday April 30, 2012****XI IPS 2 Classroom****R : Researcher****ET : English Teacher****Ss : Students**

The bell rang. Ss came into the class. R and some Ss were preparing notebook, the LCD projector, mini speaker and the viewer. Some of the Ss were late for they had prayer in mosque before the lesson started. ET entered the class and got herself at the back corner of the classroom R checked the Ss' attendance. R displayed Power Point material on the viewer. On some of the first slides, there were pictures. R asked Ss' opinions related to those pictures. Ss randomly delivered their opinions. Their enthusiastic was pretty good.

- R : "So, have you seen this picture guys?"
Ss : "Yeees."
R : "What is it about?"
Ss : "It is a story about *apa ya namanya*?"
(It is a story about, what's the name?)
R : "What's the name of the animal?"
Ss : "Mammoth...ya..mammoth...."
R : "Correct, anyone of you watched this movie?"
Ss : "Yeeess"
R : "Anyone of you could tell me about the story?"
Ss : "The adventure of animals pas jaman ice age, Miss."
(The adventure of animals at ice age, Miss)
R : "Do you still remember what the name of story about animals is?"
Ss : "Narrative, Miss"
Ss : "Eh fable ding, Miss"
(It is a fable, Miss)
R : "OK, we'll find out the answer after this, because we're going to learn about narrative text".

R started the lesson by displaying some pictures. After that, R and Ss started to discuss some things related to the topic. R reminded also about the definition, kinds, and the generic structure of narrative texts. The listening activity was held twice. In the second listening, R shared the text to Ss. Ss then mentioned the vocabulary that they did not know the meanings, while R listed them in the white board. R and Ss then discussed the meanings by opening the dictionary. Most of Ss did not bring any dictionary. R displayed software of dictionary in the viewer. The bell rang, class ended, R said goodbye.

Field note 3

Thursday May 3rd, 2012

XI IPS 2 Classroom

The bell rang. R was ready with all the equipments. R greeted Ss and checked Ss' attendance. R reviewed the previous lesson about narrative texts. R shared the worksheets, Ss worked in pairs. R played the recording, Ss filled the tasks. R and Ss discussed Task 1's answers together. Most of Ss were enthusiastic.

- R : "Alright, who was jealous and why, anyone of you, please?"
- Aulia : "The crow Miss, because the cuckoo has beautiful voice."
- R : "Ok, any other answer please?"
- Rini : "The crow was jealous to the cuckoo because when the cuckoo was singing, the passerby stayed under the tree, and when the crow was singing, the passerby left the tree."
- R : "Awesome, that's correct. Thank you Rini. Any other opinions?"
- Fajar : "The crow was jealous to the cuckoo because he was insulted. "
- R : "Insulted to whom?"
- Ss : "*Ya tadi Miss, sama kayak Rini, hehe*"
(Similar to Rini's answer)

R shared the sequences of pictures of *The Jealous Crow* story. Ss worked in groups which consisted of three students. Ss had 15 minutes to practice Task 2 (retelling *The Jealous Crow* story). All Ss performed group per group in front of the class. The bell rang, R told Ss that they would had personal performance (retelling their favourite narrative text) at the next meeting. Ss complaint but when they heard that they could use pictures, they felt more interested.

- R : "Ok time is up, on the next meeting I want you to retell your favorite narrative story, could you pass this challenge?"
- Ss : "*Aaaaa... boleh pakai tulisan ya Miss?*"
(Are we allowed to use such a writing?)
- R : "Of course, no, the only aid is just pictures. You can use pictures to help you in retelling."
- Rini : "*Boleh gambar sendiri Miss?*"
(May we use our own drawing?)
- R : "Yes, you may. You can also search in the internet. A lot of pictures there. Can't wait to see you, guys."
- Ss : "Ok Miss. "
- R : "Well, goodbye and see you."
- Ss : "See you".

Field note 4**Monday May 7th, 2012****XI IPS 2 Classroom**

The bell rang. R and ET entered the class together. Ss were busy with their own preparation in retelling activity. R greeted Ss and checked the Ss' attendance. Some of Ss said that they were not ready to perform. R motivated Ss.

- Ss : “*Belum siap, Miss.*”
(Not ready yet, Miss)
- R : “Be sure that you can do it. I see all of you got the pictures with you. Don't be nervous, ok.”
- Ss : “Nervous, Miss.”
- R : “Oh, come on, I love this class, you can do it,ok?”

R offered who would perform first. None of the students raised up their hands. R finally called Ss' name. R reoffered again who would perform next, some of the Ss raised up their hands. All of students performed in front of the class. R said that she was satisfied and hoped Ss would be better at next time. The bell rang, R said goodbye.

Field note 5**Thursday May 10th, 2012****XI IPS 2 Classroom****R : Researcher****ET : English Teacher****Ss : Students**

The bell rang. Ss were already in the class. R was ready with her equipments. ET entered the class and got herself at the back corner of the classroom R greeted Ss and checked the Ss' attendance. R moved the back row students, Fajar and Evan to the front row of the class replacing Vizia and Ita. R presented some pictures related to *Spoof* in the viewer. Ss gave their opinions.

- R : “So, what happened to this people?”
- Ss : “They smile and laugh.”
- R : “What do you think, why do they laugh, are they listening to a sad story?”
- Ss : “No... they listened to a funny story”
- R : “Do you like funny stories?”
- Ss : “Yees.. Miss”
- R : “What are they called in English?”
- Aulia : “Spoof, Miss”
- R : “That's right, today we'll learn about *Spoof*”

R presented *Spoof* material through Power Point program.

R played a recording entitled *A Holiday in Italy* twice without sharing the written text.

For there were many outside noises, R read aloud the text for twice. After R read the text to the students, she then asked some questions to dig Ss' comprehension toward the text that they listened before

- | | | |
|----|---|--|
| R | : | "Well, students can you comprehend the story?" |
| Ss | : | "Yeees, Miss." |
| R | : | "Ok, who was having a holiday in Italy?" |
| Ss | : | "Miss Wyatt, Miss" |
| R | : | "Could she speak Italian?" |
| Ss | : | "Noo..." |
| R | : | "What do you think, why did she want to have mushroom as her lunch?" |
| Ss | : | "She saw mushrooms in the market" |
| R | : | "Ok guys, what made you laugh?" |
| Ss | : | "The waiter take umbrella after he saw Miss Wyatt's picture" |
| R | : | "take or took?" |
| Ss | : | "toooookkkk...Miiissss" |

R shared the task of crossword puzzle to find the synonyms of the words provided. Then, R read the sentences which contained those words. Sometimes R used her mimics and gestures to make Ss comprehend the meanings. All of Ss looked busy in guessing the meanings and wrote the synonyms in the cross word puzzle. R led Ss to pronounce words in crossword puzzle. R asked Ss whether they had questions. Ss shook their heads. Ss worked in pairs to do Task 2 (comprehension questions). The bell rang, R told Ss that the answers would be discussed on the next meeting. R ended the class.

Field note 6

Monday, May 14th, 2012

XI IPS 2 Classroom

The bell rang. ET and R entered the classroom. R greeted and checked Ss' attendance. R reviewed the previous lesson. Most of the students still remembered about the previous lesson. R asked Ss to take their worksheets out.. R and Ss discussed the answers of Task 2. Most of Ss could answer correctly. R asked Ss to make a group of three, Ss practiced retelling *A Holiday in Italy* story with their own words.

R walked around the class and went to each group to help Ss in their grammar and pronunciation problems. Ss looked enthusiastic in asking many questions to R. All of the groups performed in front of the class. When R offered which group would perform first, Vivi's group soon raised up their hands. Next, other groups raised up their hands soon after the other groups finished performing. R told Ss that she

was satisfied for most of Ss used their own words in retelling the *Spoof* story. R asked Ss to find a *Spoof* story and retold it at the next meeting. Ss could use pictures as their aids. Ss did not complain. The bell rang. R ended the class.

Field note 7

Monday, May 21st, 2012

XI IPS 2 Classroom

The bell rang. R and ET entered the classroom. Ss were busy in preparing their performance. R greeted Ss and checked Ss' attendance. Some of Ss said they need some times to prepare their performance. R gave fifteen minutes preparation to Ss and went around the class to help Ss overcome the grammar and pronunciation problem. R stopped the preparation time and offered Ss to perform in front of the class. Aulia raised up his hand. After Aulia performed, many students raised up their hands. After all Ss performed, R asked them to tell about their selves and retell their personal experience. Most of Ss could speak well without preparation. R told that day was the last day of her teaching. R impressed with Ss' performance. The bell rang, R said goodbye.

Appendix 3

Lesson plans and materials

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA N 1 KASIHAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 2

Alokasi Waktu : 270 menit (3x pertemuan)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator :

Setelah mengikuti pelajaran kali ini, siswa dapat :

1. Menyebutkan dengan benar *social function*, *generic structure*, and *types of narrative texts*.
2. Menyebutkan dengan benar tipe kalimat yang digunakan dalam *narrative texts*.
3. Mengungkapkan secara berkelompok teks *narrative* secara lisan dan berurutan.
4. Mengungkapkan secara mandiri teks *narrative* secara lisan dan berurutan.

A. Tujuan Pembelajaran

Siswa dapat menceritakan dongeng, fabel, legenda, cerita fiksi, dan semacamnya.

B. Materi Pembelajaran (terlampir)

1. Social function of a narrative text.
2. Generic structure of a narrative text.
3. Types of narrative texts.
4. Language function

C. Metode Pembelajaran

- Text Based Method (Building Knowledge of Field (BKOF), Modelling Of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT)
- Kayi Method (*picture narrating, picture describing, and find the difference*)

D. Langkah- langkah Kegiatan Pembelajaran

1. OPENING (20 minutes)

- Guru mengucapkan greeting pada siswa.
- Guru memperkenalkan diri pada murid.
- Guru menunjuk salah satu siswa untuk memimpin berdoa.
- Guru menanyakan siapa yang tidak masuk kelas pada hari tersebut dan mengapa.
- Guru memanggil nama siswa satu per satu agar lebih saling mengenal.

2. MAIN ACTIVITIES (65 minutes)

❖ **BKOF**

- Guru menayangkan gambar-gambar cerita-cerita fiksi, fabel, novel, dsb pada Picture 1.
- Guru bertanya apakah siswa menyukai cerita-cerita yang ada dalam Picture 1.
- Siswa mengemukakan pendapat semampu mereka mengenai dimana saja mereka dapat menemui cerita-cerita tersebut.
- Siswa mengemukakan pendapat semampu mereka mengenai manfaat cerita-cerita tersebut.
- Siswa mengemukakan pendapat semampu mereka mengenai jenis teks cerita-cerita tersebut.
- Guru menjelaskan bahwa pada hari itu siswa akan mempelajari tentang *narrative texts*.

❖ **MOT**

- Guru menjelaskan “social function and the generic structure” teks *narrative*.
- Guru dan siswa mendiskusikan “kinds of narrative texts”

- Guru bertanya apakah siswa pernah *jealous* pada seseorang, teman atau pacar misalnya.
- Guru menjelaskan bahwa mereka akan mendengarkan sebuah cerita *narrative* tentang seekor burung yang sedang cemburu.
- Siswa mendengarkan “Recording 1” berjudul “The Jealous Crow”, guru menayangkan gambar.
- Siswa mengemukakan pendapat mengenai cerita yang baru saja mereka dengar semampu mereka.
- Guru menayangkan teks “The Jealous Crow”
- Guru dan siswa mendiskusikan vocabulary yang tidak mereka ketahui maknanya.
- Guru menyebutkan vocabulary tersebut dengan pronunciation yang semestinya, siswa menirukan.
- Guru dan siswa mendiskusikan “types of sentence” yang digunakan dalam teks *narrative* tersebut.
- Siswa secara berurutan membaca teks “The Jealous Crow”, guru mengoreksi pronunciation, fluency dan accuracy nya.

❖ JCOT

- Siswa membentuk kelompok yang terdiri dari 3 anak.
- Siswa secara berkelompok mengerjakan “Task 1”, guru kembali memutar “Recording 1”
- Siswa secara acak menjawab pertanyaan-pertanyaan pada “Task 1”
- Siswa secara berkelompok menceritakan kembali isi dari teks *narrative* “The Jealous Crow” (Task 2) dengan bantuan gambar.

❖ ICOT

- Siswa mencari teks *narrative* dan menceritakannya di depan kelas dengan bantuan gambar (Task 3)

3. CLOSING (5 minutes)

- Guru menanyakan perasaan siswa setelah mengikuti pelajaran tersebut.
- Guru mengucapkan “goodbye and I’ll see you later”

D. Media

1. Materi *Power Point*.
2. *Sequences of pictures*.
3. *A worksheet*

E. EVALUATION

Speaking Rubrics

NO	FLUENCY (1-10)	ACCURACY (1-10)	GRAMMAR (1-10)	VOCABULARY (1-10)

Bantul, Mei 2012

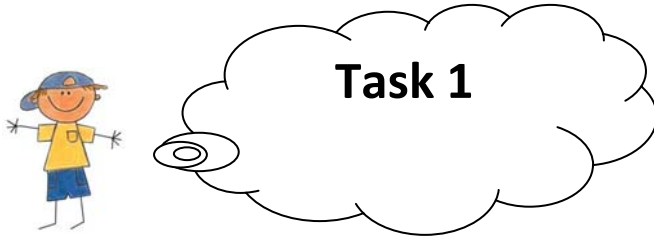
Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

NIP.

RIESTY WULANDARI

NIM. 07202242017



Make a group of three.

Listen to “Recording 1” about The Jealous Crow. Meanwhile, read this text carefully to make you more understand about the text.

The Jealous Crow

Far, far away there was a grove of shady mango trees. On one of the green trees, there lived a cuckoo and a crow. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow’s nest. For quite sometimes, they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One night, a traveler passed by. The traveler was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived.

The night was pleasant. The cuckoo felt supremely happy. She kept singing the whole night long and the passerby was simply captivated by cuckoo’s sweet song.

Night passed. The day dawned. It was now the crow’s turn to caw. His voice was so harsh to the ears that the traveler soon left the place. When the crow saw the traveler leave the place, he felt jealous of the cuckoo. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down.

The cuckoo, finding all her eggs smashed, was mad. She went to the crow and said, “Oh brother, we had always lived like friends. What made you break all my eggs?”

“Well sister, as you sang, the unknown traveler stayed the whole night. When I started cawing, he left the place. I felt insulted and broke all your eggs. Now let us both go the traveler and ask him why he did so.”

So both the birds flew and flew till they found the traveler. When the crow asked him, he replied, “I was carried away by the cuckoo’s beautiful voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend. “

These words of the passerby pacified both cuckoo and the crow. After that day, they lived peacefully.

Answers these questions and tell them in front of the class

1. Who were the characters in “The Jealous Crow” story?

2. Where did the story take place?

3. Who was jealous and why?

4. What advice can you take from the story above?

Answer these questions and tell them to your friends in front of the class.

1. What is the social function of narrative texts?

2. Decide the generic structure of “The Jealous Crow”.

3. Mention types of narrative texts that you know.

4. What kinds of sentences used in narrative texts. Show the proof on “The Jealous Crow” text.

Vocabulary Corner

Find the meaning and how to pronounce them.

Grove (n)

Caw (v)

Lay (v)

Harsh (adj)

Huge (adj)

Jealous (adj)

Pleasant (adj)

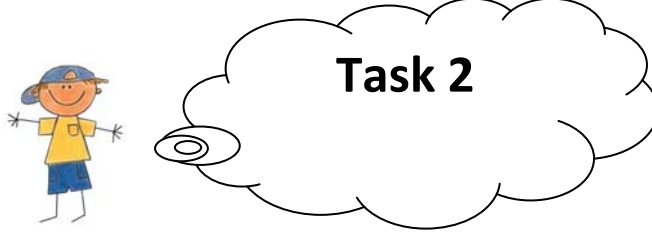
Nest (n)

Captivate (v)

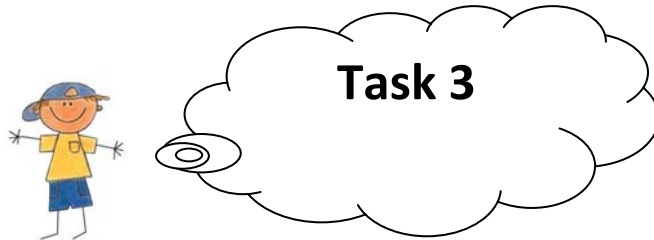
Insult (v)

Dawn (v)

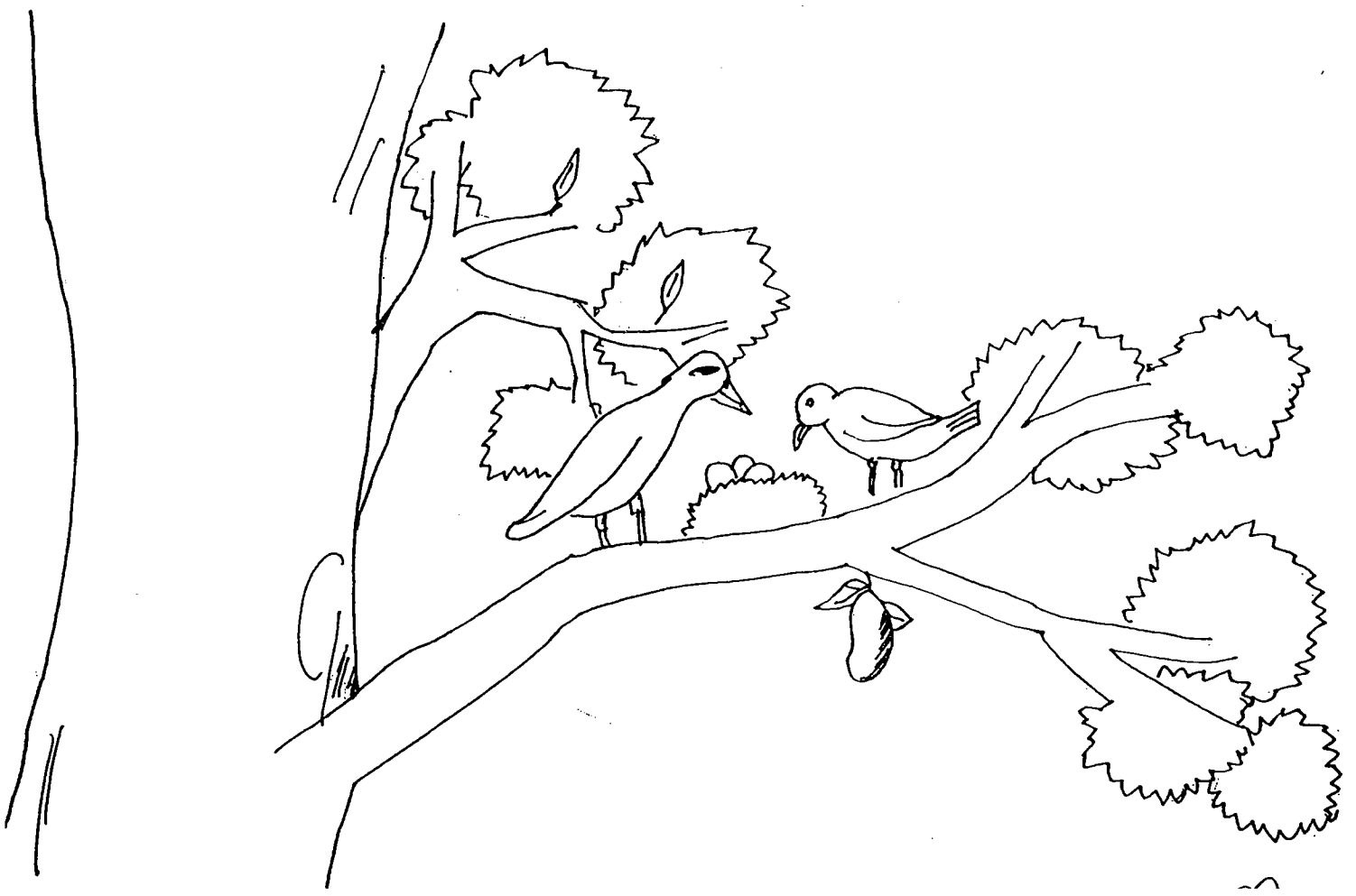
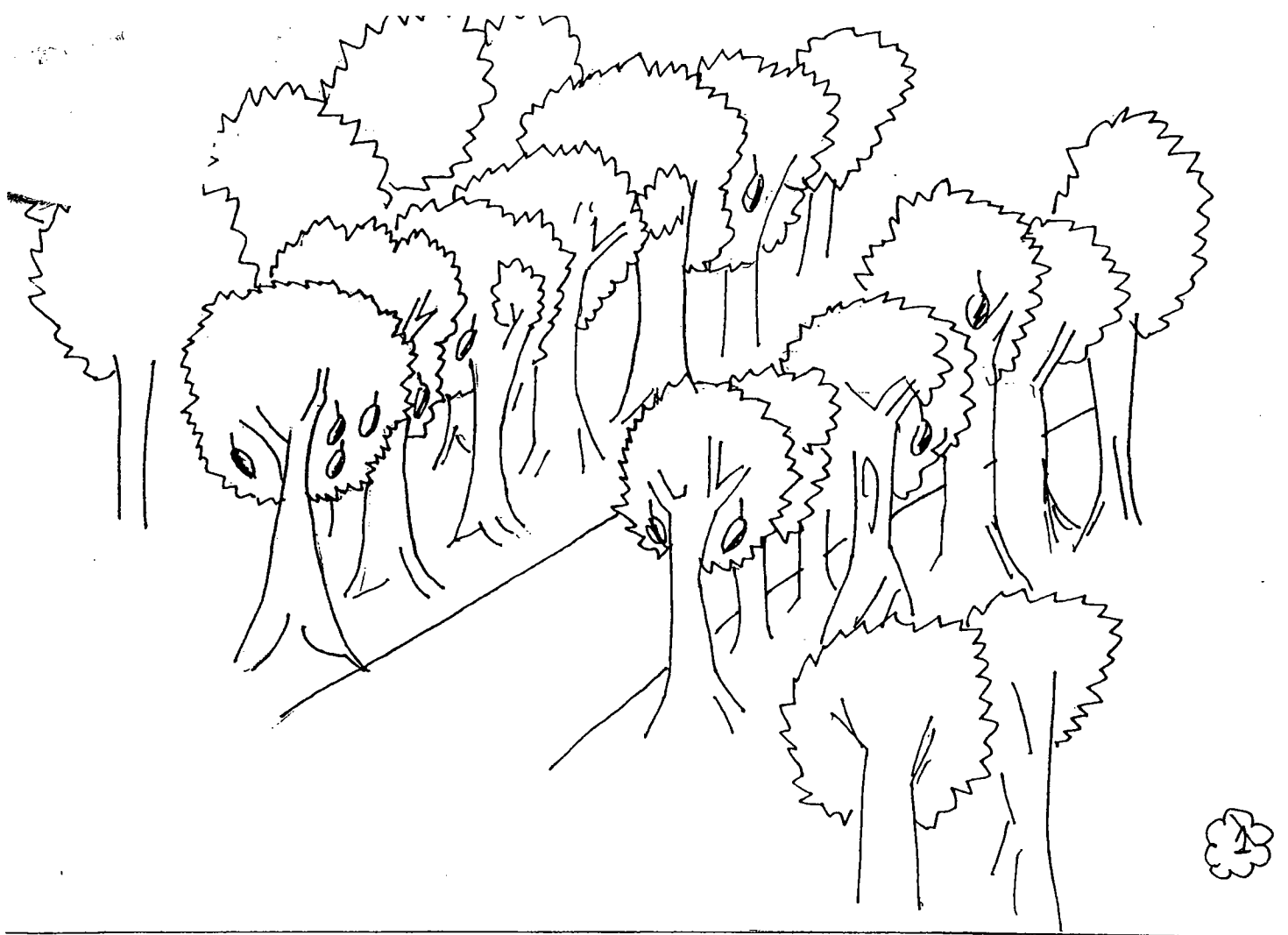
Pacify (v)

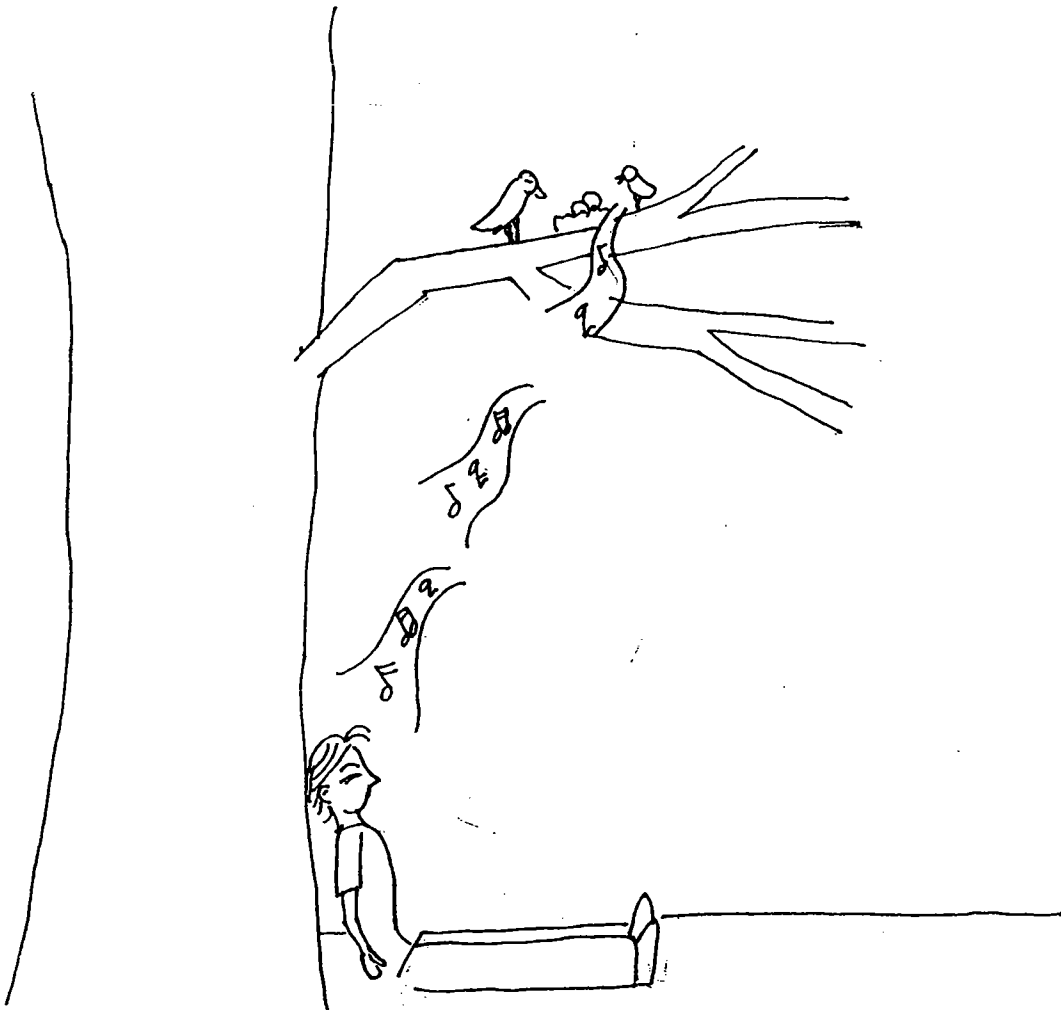
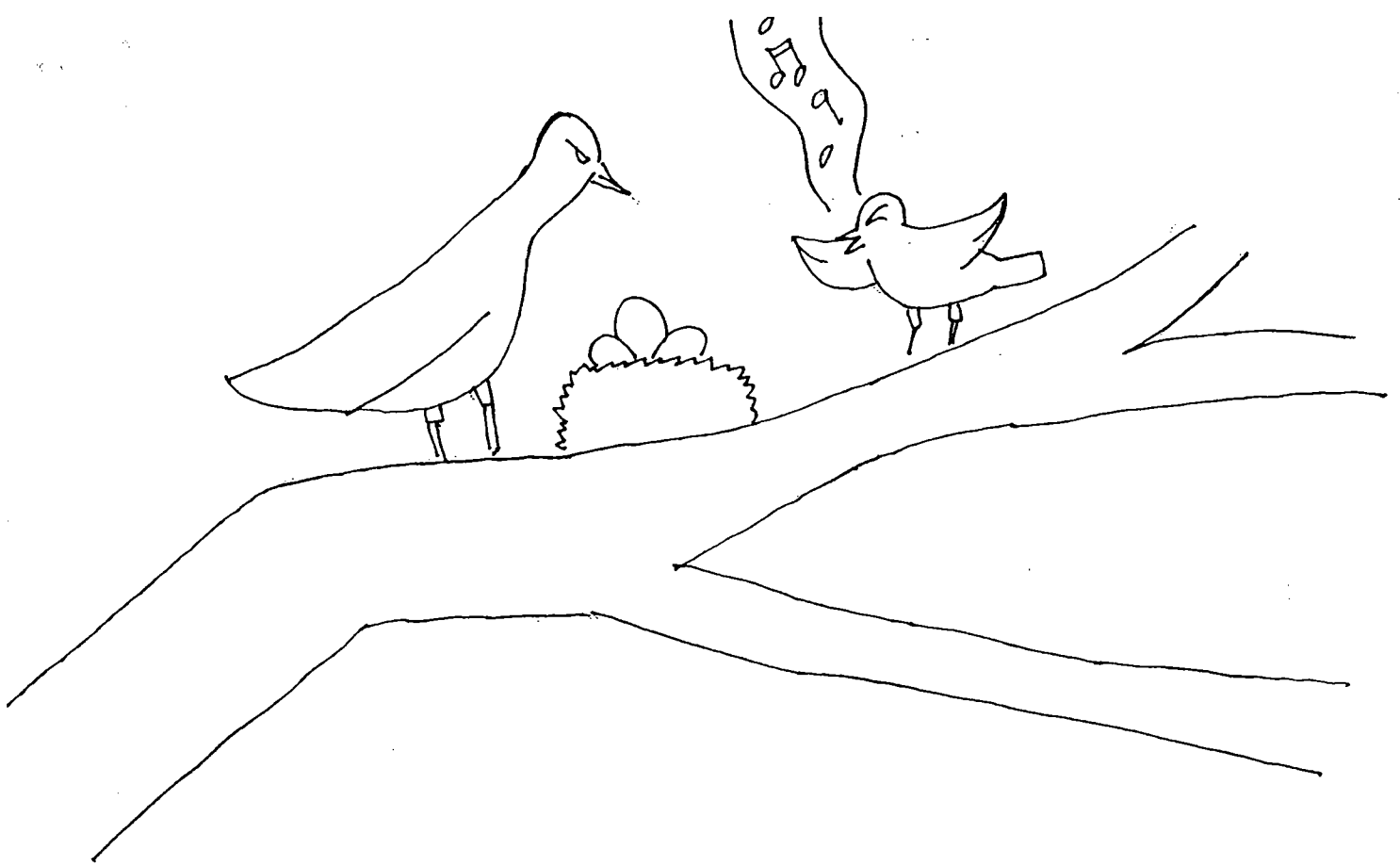


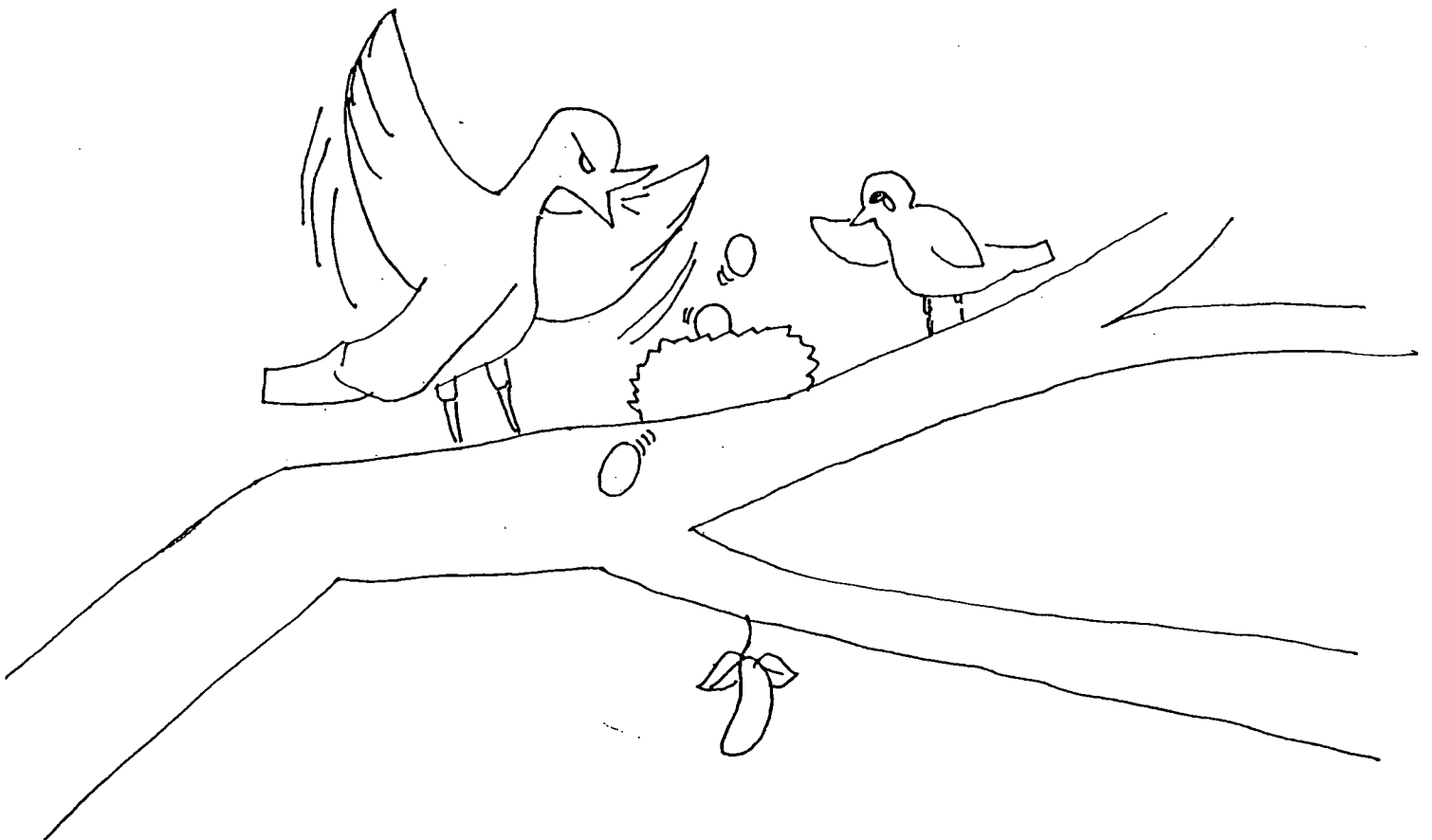
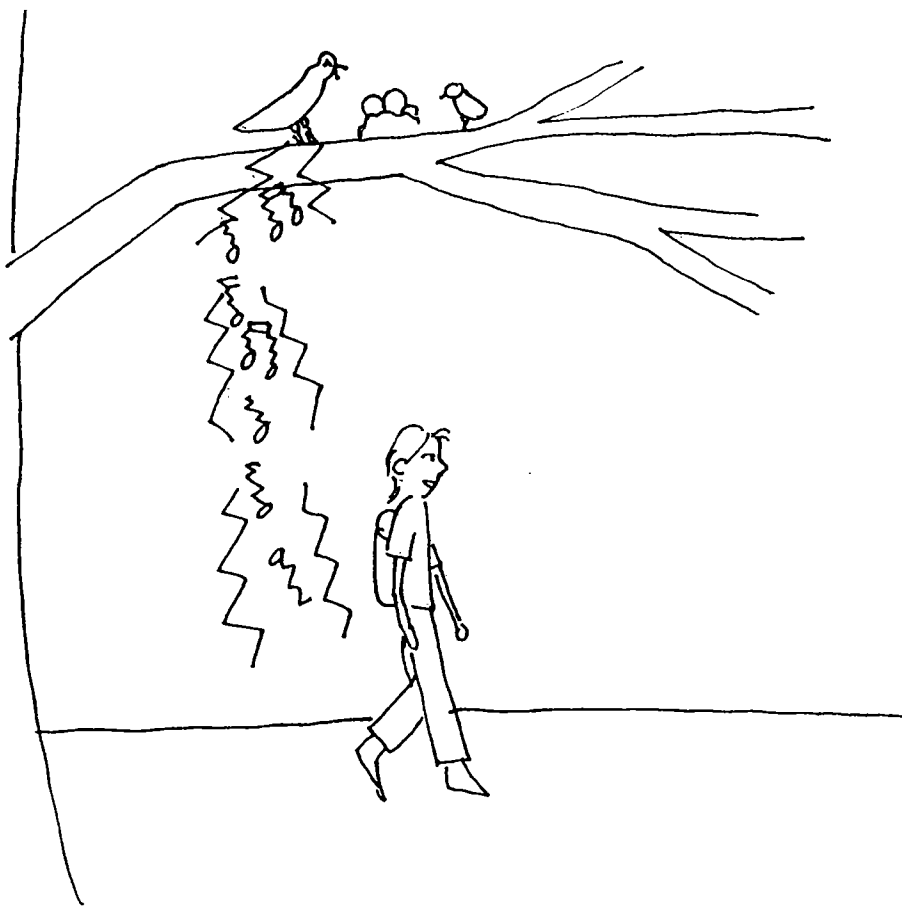
Time to speak ! Make groups of three and retell “The Jealous Crow” story. Use the pictures given by your teacher to help you in retelling the story.

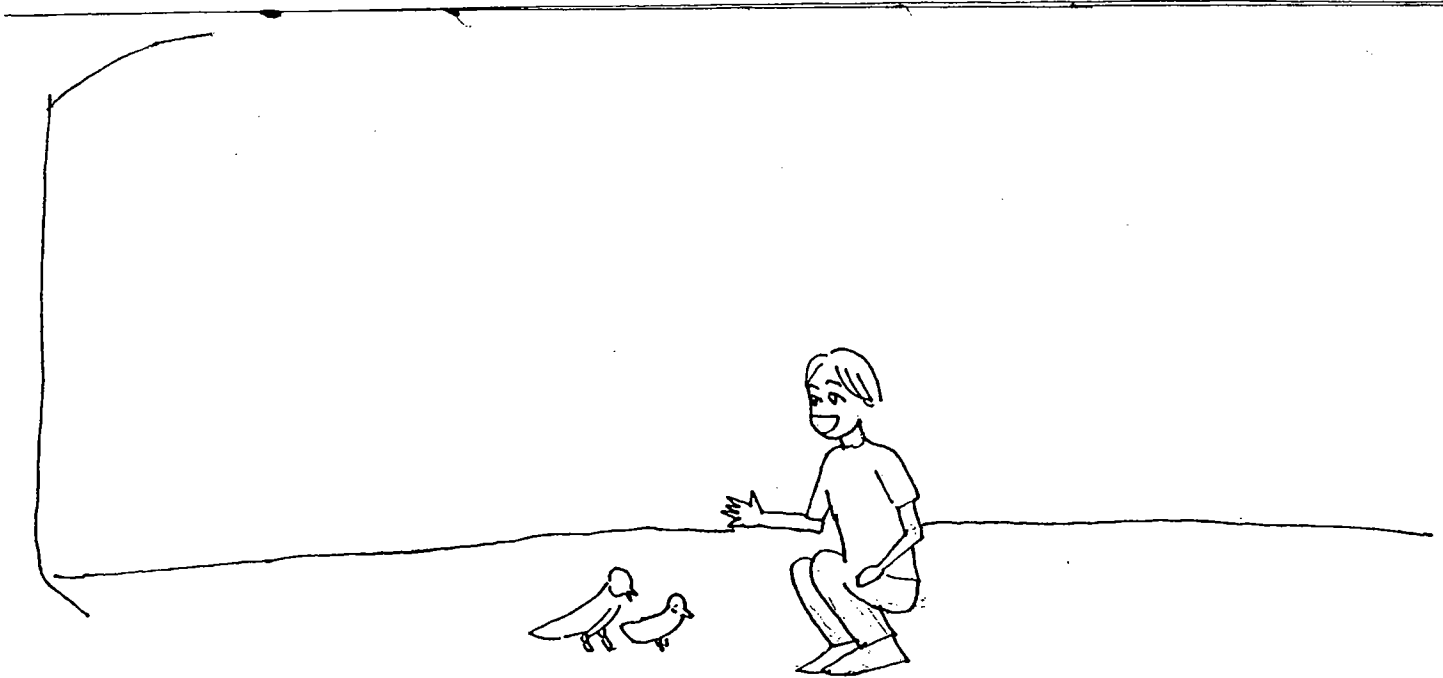
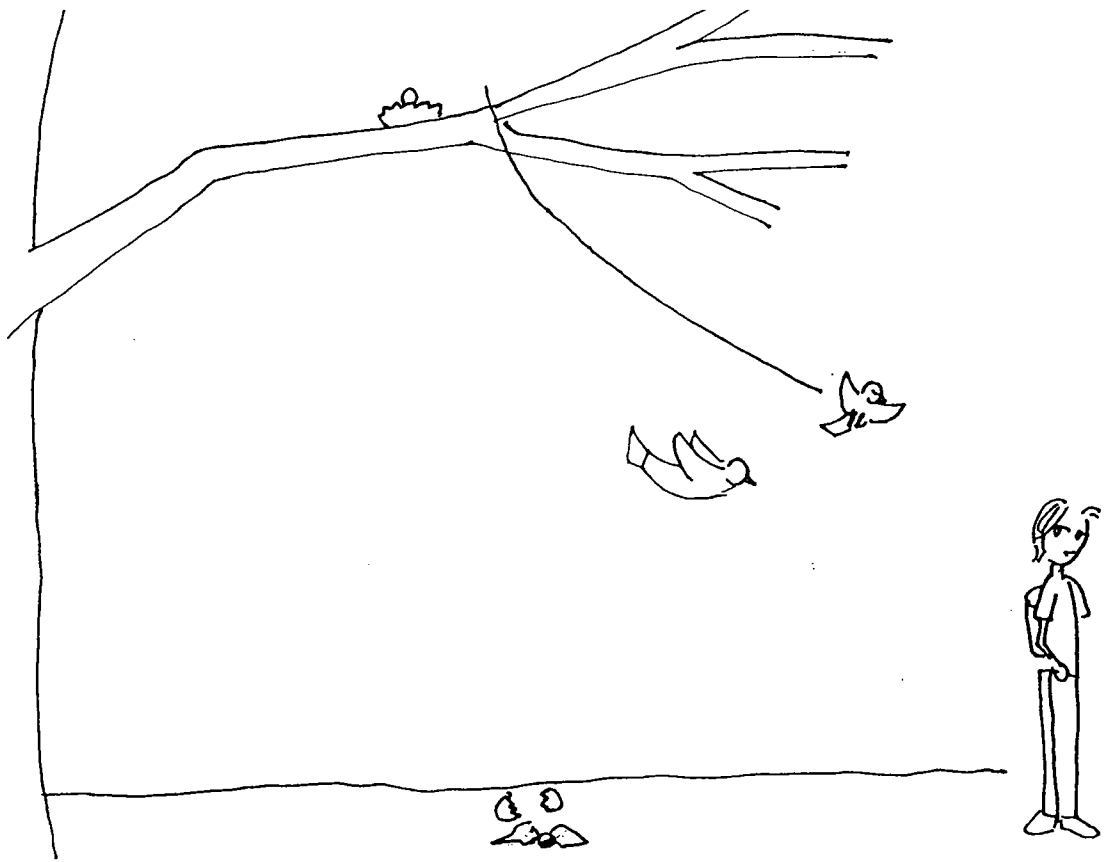


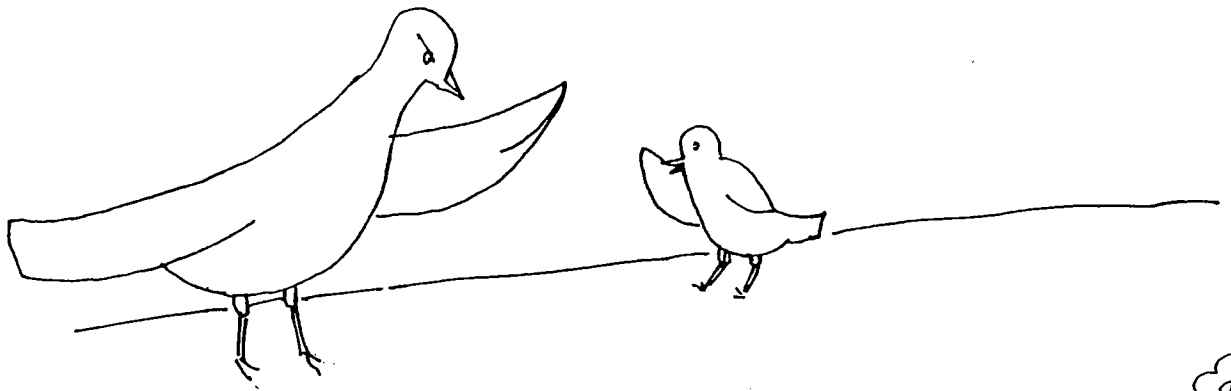
Find your favorite narrative text and retell it in front of the class. Use pictures to help you in retelling the story.











RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA N 1 KASIHAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 2

Alokasi Waktu : 90 menit (1x pertemuan)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *spoof*

Indikator :

Setelah mengikuti pelajaran kali ini, siswa dapat :

1. Menjelaskan *social function*, *generic structure* dan *types of sentence* dari teks “spoof”.
2. Mengungkapkan secara lisan teks “spoof” secara berkelompok dengan menggunakan bantuan gambar.
3. Mengungkapkan secara lisan teks “spoof” secara mandiri dengan menggunakan bantuan gambar.

A. Tujuan Pembelajaran

Siswa dapat menceritakan cerita lucu “spoof” dalam Bahasa Inggris secara lisan.

B. Materi Pembelajaran

1. Social function of a spoof text.
2. Generic structure of a spoof text.
3. Types of spoof texts.
4. Language function.

C. Metode Pembelajaran

- Text Based Method (Building Knowledge of Field (BKOF), Modelling Of Text (MOT), Joint Construction of Text (JCOT), Individual Construction of Text (ICOT)
- Kayi Method (*picture narrating, picture describing, and find the difference*)

D. Langkah- langkah Kegiatan Pembelajaran

1. OPENING (20 minutes)

- Guru mengucapkan greeting pada siswa.
- Guru memperkenalkan diri pada murid.

- Guru menunjuk salah satu siswa untuk memimpin berdoa.
- Guru menanyakan siapa yang tidak masuk kelas pada hari tersebut dan mengapa.

2. MAIN ACTIVITIES (65 minutes)

❖ BKOF

- Guru menayangkan gambar pada Picture 1
- Guru bertanya apakah murid-murid pernah mengalami hal yang lucu dalam hidupnya?
- Guru bertanya apakah murid-murid senang menceritakan hal-hal lucu tersebut kepada orang lain?
- Guru menjelaskan bahwa pada hari tersebut murid-murid akan belajar mengenai teks spoof.
- Guru meminta pendapat siswa mengenai manfaat kita bercerita pengalaman lucu kita terhadap orang lain.

❖ MOT

- Guru dan siswa mendiskusikan tentang *social function* dari teks *spoof*.
- Guru menjelaskan mengenai *generic structure* dari teks *spoof*.
- Guru bertanya apakah siswa pernah pergi ke suatu tempat yang belum mereka ketahui bahasa masyarakatnya?
- Guru menerangkan bahwa mereka akan mendengarkan sebuah teks berjudul “A Holiday in Italy”
- Guru menayangkan teks “Holiday in Italy”
- Guru memutarkan “Recording 2” sebanyak 2x (untuk kegiatan pertama teks tidak ditayangkan)
- Guru dan siswa mendiskusikan *types of sentences* teks spoof.

❖ JCOT

- Siswa bekerja berpasangan.
- Siswa mengerjakan Vocabulary Corner pada Task 1.
- Guru dan siswa mendiskusikan jawaban Task 1 dan *pronunciation drilling* dan menanyakan apakah ada kata lain yang tidak mereka ketahui maknanya.
- Siswa secara berpasangan mengerjakan soal pada Task 2.
- Guru dan siswa mendiskusikan jawaban soal Task 2.
- Siswa secara berkelompok *retelling* cerita “Holiday in Italy” dengan bantuan gambar. (Task 3)

❖ ICOT

- Siswa mencari teks *spoof* yang mereka sukai dan menceritakannya di depan kelas. Siswa boleh menggunakan gambar untuk membantu mereka dalam kegiatan *retelling*.

3. CLOSING (5 minutes)

- Guru menanyakan perasaan siswa setelah mengikuti pelajaran tersebut.
- Guru mengucapkan “goodbye and I’ll see you later”

E. Media Pembelajaran

1. Materi *Power Point*.
2. *Sequences of pictures*.
3. *A worksheet*

F. Evaluasi

Speaking Rubrics

NO	FLUENCY (1-10)	ACCURACY (1-10)	GRAMMAR (1-10)	VOCABULARY (1-10)

Bantul, Mei 2012

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

NIP.

RIESTY WULANDARI
NIM. 07202242017

[illegible]

6. Inquire

1. Taste very good.
2. Fortunate
3. Carry

Cross

4. Return

5. Hastened out (to make something ...)

6. Charming



Task 2

Answers these questions based on the recording *A Holiday in Italy*.

Who were the characters in the story?

Why did Miss Wyatt want mushrooms as her meal?

Why did Miss Wyatt draw something to the waiter?

When did the story happen?

Why did the waiter take an umbrella?



Task 3

Make a group of three and retell the story in front of the class.

1



4



3



2



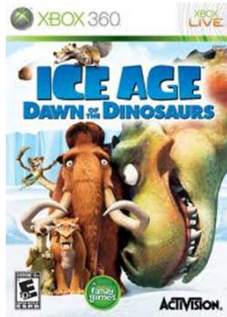
6



5



Have you seen these pictures before?



Or this one?



Or this one?



Or maybe this one?



Social Function

To amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure

Orientation : sets the scene and introduces the participants.

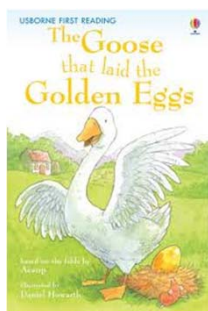
Complication : a crisis arises.

Resolution : the crisis is resolved, for better or for worse.

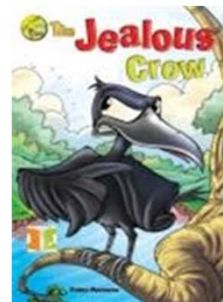
Kinds of narrative texts

1. Fable
2. Fairy-tales
3. Legend
4. Science-fiction
5. Romances
6. Horror stories

What kind of text type is this story?



Now, you're going to listen to this story entitled :



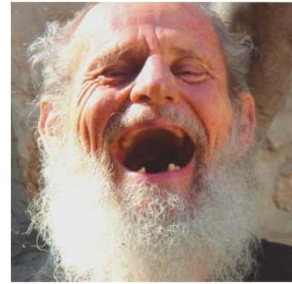
Types of sentence

Far, far away there **was** a grove of shady mango trees

→ Past Tense (V2)



Tell me what you see?



What is he doing?

It is called

Spoof

Social Function

to share with others a real story of which the ending is funny to amuse the audience or readers.

Generic Structure

- **Orientation** : the opening of the story which sets the scene.
- **Events** : the details of the events in the story.
- **Twist** : the funny or unpredictable ending of the story.

Appendix 4

Course grids

Standard of Competence	Basic Competence	Learning Objectives	Indicators	Materials	Instruments	Teaching Stages	References
Presenting the meanings of short functional texts and essays orally in the forms of spoof, narrative, and hortatory expositions in the daily contexts	Presenting the meanings of essays accurately and fluently in the daily contexts in the form of narrative texts.	Students can retell fairy-tales, fables, fictions, and so on.	1. Students can mention the social function, generic structure and types of narrative texts. 2. Students can mention and practice the correct tenses used in narrative texts. 3. Students can retell narrative stories in groups. 4. Students can retell narrative stories individually.	1. The definition of narrative texts. 2. The social function of narrative texts. 3. The generic structure of narrative texts. 4. The kinds of narrative texts. 5. The tenses used in narrative texts. 6. The modelling text 7. Pictures of some narrative texts.	1. A narrative text entitled <i>The Jealous Crow</i> . 2. Slides of narrative texts material in Power Point program 3. A recording of narrative text entitled <i>The Jealous Crow</i> . 4. Worksheets consisted of : a. Comprehension questions about the modelling text. b. Comprehension questions about narrative texts. c. List of vocabulary contained in the modelling text. d. Practice retelling activity of the modelling text in groups. e. Practice retelling activity	1. Opening a. Teacher greets students. b. Teacher checks attendance list. 2. Main activities ❖ BKOF a. Teacher displays pictures of fictions, fables, fairy-tales, etc in the viewer. b. Students give opinions about the advantages, where they can find the pictures and the terms of those stories in English lesson. c. Teacher explains that they're going to learn about narrative texts. ❖ MOT a. Teacher explains the kinds, social functions, and the generic structure of narrative texts in the viewer. b. Teacher tells that students will listen to a narrative story entitled <i>The Jealous Crow</i> c. Teacher plays the recording. d. Students express their opinions related to the recording. e. Teacher displays the modelling text.	1. Developing English Competencies for Senior High School by Achmad Doddy, Achmad Sugeng and Effendi (2008) 2. Cambridge Advanced Learner's Dictionary Third Edition (2008)

					<p>of a narrative text individually.</p> <p>5. Sequences pictures of modelling text</p>	<p>f. Teacher and students discuss vocabulary and drilling.</p> <p>g. Teacher explains the tenses used in narrative texts.</p> <p>❖ JCOT</p> <p>a. Students do Task 1 (comprehension questions about modelling text and narrative texts, finding the meanings and pronunciations of some words)</p> <p>b. Teacher shared the pictures.</p> <p>c. Students do Task 2 (retelling the modelling text in group by using sequences of pictures)</p> <p>❖ ICOT</p> <p>a. Students prepare Task 3 (retelling your favourite narrative texts by using pictures) at home and perform it at the next meeting.</p>	
--	--	--	--	--	---	---	--

Standard of Competence	Basic Competence	Learning Objectives	Indicators	Materials	Teaching Stages	Instruments	References
Presenting the meanings of short functional texts and essays orally in the forms of spoof, narrative, and hortatory expositions in the daily contexts	Presenting the meanings of essays accurately and fluently in the daily contexts in the form of spoof texts.	Students can tell funny stories in English orally.	1. Students can mention the social function, generic structure and types of spoof texts. 2. Students can mention and practice the correct tenses used in spoof texts. 3. Students can retell spoof stories in groups. 4. Students can tell spoof stories individually.	1. The definition of spoof texts. 2. The social function of spoof texts. 3. The generic structure of spoof texts. 4. The kinds of spoof texts. 5. The tenses used in spoof texts. 6. The modelling text 7. Pictures of some funny people texts.	1. Opening a. Teacher greets students. b. Teacher checks attendance list. 2. Main activity ❖ BKOF a. Teacher displays pictures of laughing people in the viewer. b. Students give opinions about the experience, advantages and the terms of funny stories in English lesson. c. Teacher explains that they're going to learn about spoof. ❖ MOT a. Teacher explains the kinds, social functions, and the generic structure of spoof in the viewer. b. Teacher tells that students will listen to a spoof story entitled <i>A Holiday in Italy</i> . c. Teacher plays the recording. d. Students express their opinions related to the recording.	1. A spoof text entitled <i>A Holiday in Italy</i> . 2. Slides of spoof texts material in Power Point program 3. A recording of spoof text entitled <i>A Holiday in Italy</i> . 4. Worksheets consisted of : a. Comprehension questions about the modelling text. b. Finding the synonyms of some words in crossword puzzle. c. Practice retelling activity of the modelling text in groups. d. Practice retelling activity of a spoof text individually. 5. Sequences pictures of modelling text	1. Developing English Competencies for Senior High School by Achmad Doddy, Achmad Sugeng and Effendi (2008) 2. Cambridge Advanced Learner's Dictionary Third Edition (2008) 3. Intermediate Stories for Reproduction by L.A. Hill (1965)

					<p>e. Teacher explains the tenses used in spoof texts.</p> <p>❖ JCOT</p> <p>a. Students do Task 1 in group, teacher plays the recording.</p> <p>b. Students drill the words in Task 1 (crossword puzzle) led by teacher.</p> <p>c. Students do Task 2 (comprehension questions about the modelling text) in groups.</p> <p>d. Teacher shares the pictures of the modelling text, students retell the story by using them.</p> <p>❖ ICOT</p> <p>a. Students prepare Task 3 (retelling your favourite spoof texts) at home and perform it at the next meeting.</p>		
--	--	--	--	--	--	--	--

Appendix 5

Speaking Rubrics

Speaking Rubrics by Dick, Gall and Brog (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.

7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like	The speaker almost always makes pronunciation	The speaker makes very often grammatical mistakes	The speaker uses limited vocabulary variations and uses

	repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficulty;	The speaker cannot pronounce well at	The speaker has no mastery of grammar to perform the expected	The speaker has no vocabulary mastery to perform the expected

	he/she speaks very slowly and always discontinuously even stops.	all	competency so that the grammatical structures are entirely incorrect.	competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.
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Appendix 6

Photographs



(i) The researcher is explaining the worksheets



(ii) The students are doing the worksheets in groups



(iii) The situations of the class



(iv) The students are performing retelling the narrative stories in groups



(v) The researcher and the students are having grammar and pronunciation consultation

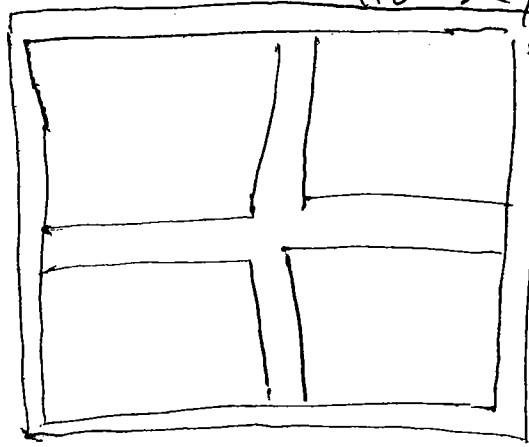


(iv) Independent Construction of Text (ICOT) stage

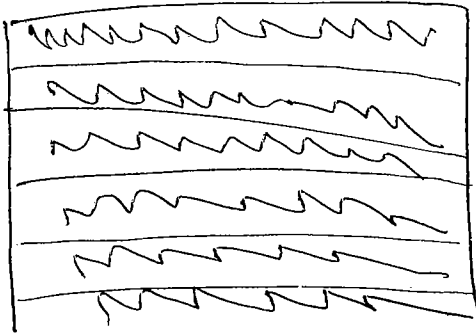
Appendix 7

Students' works

XI IPS 2/09



ABCDE
FGHI

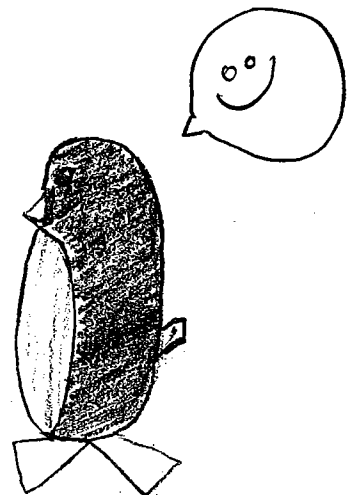
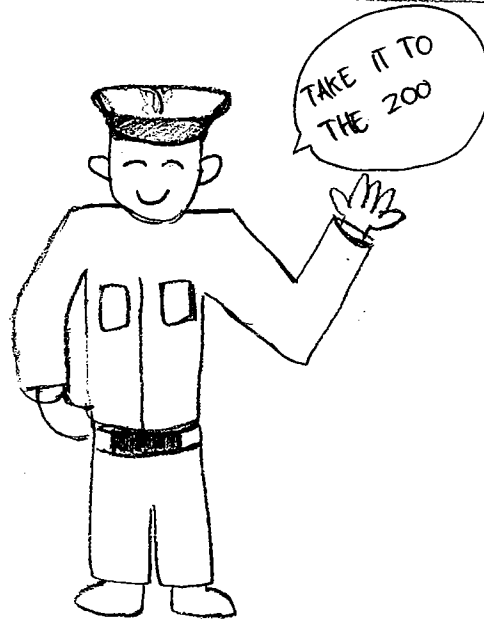
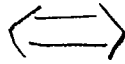
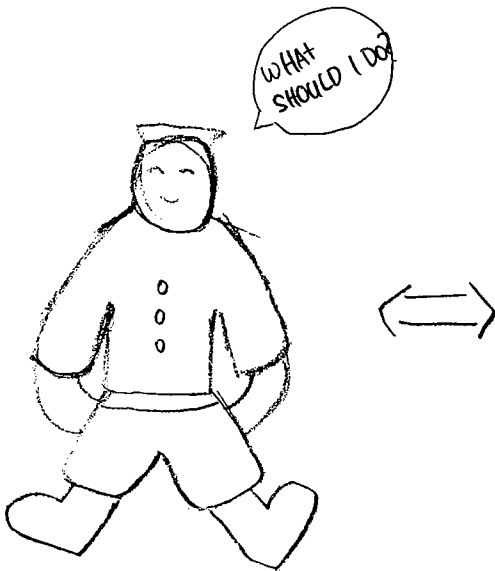
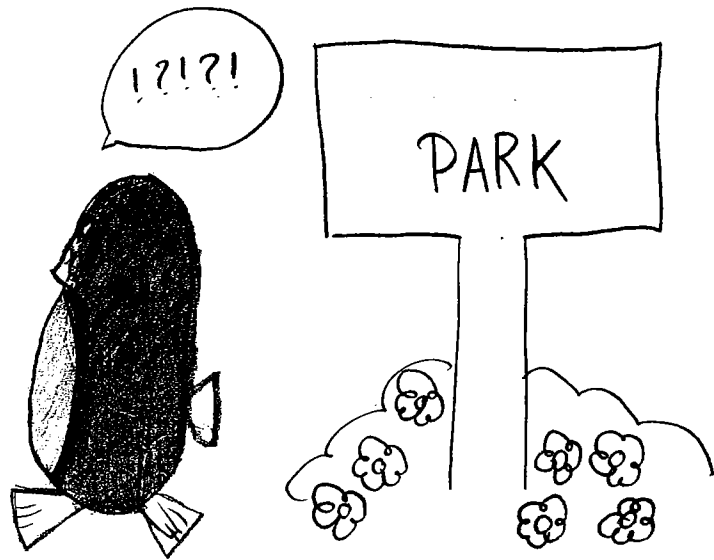


SAY CATANO



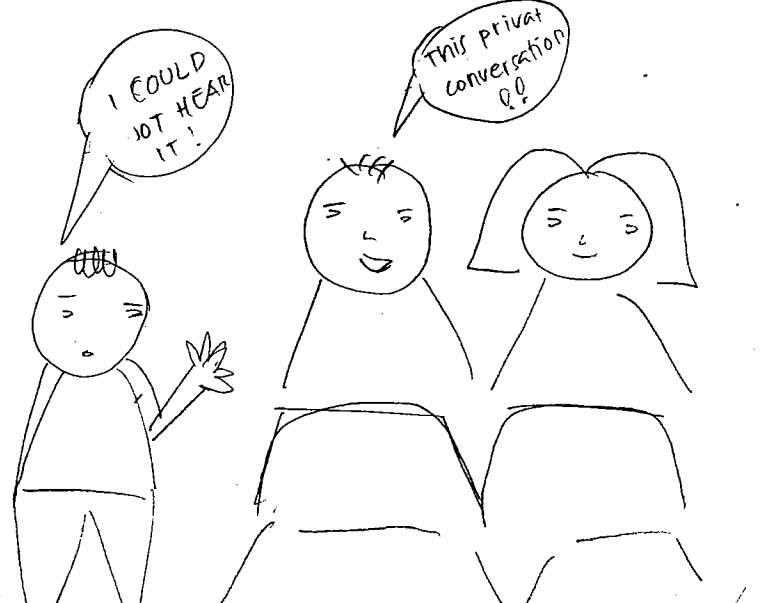
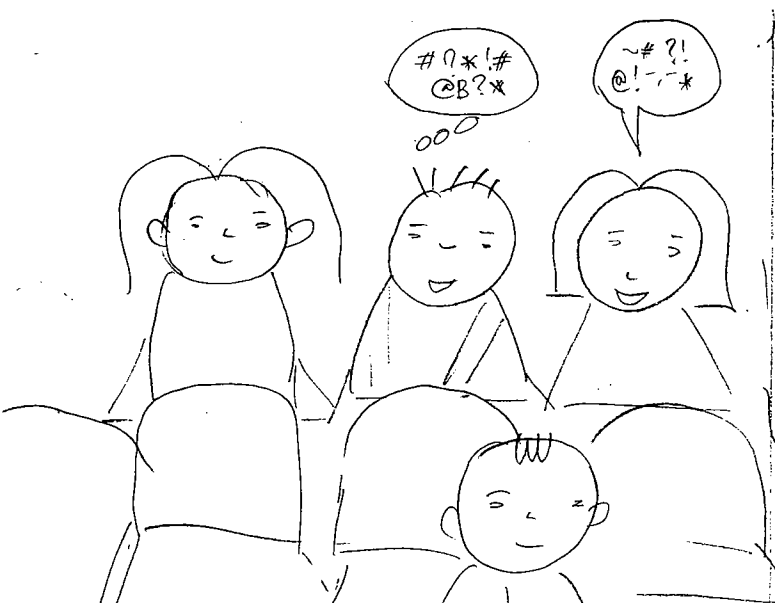
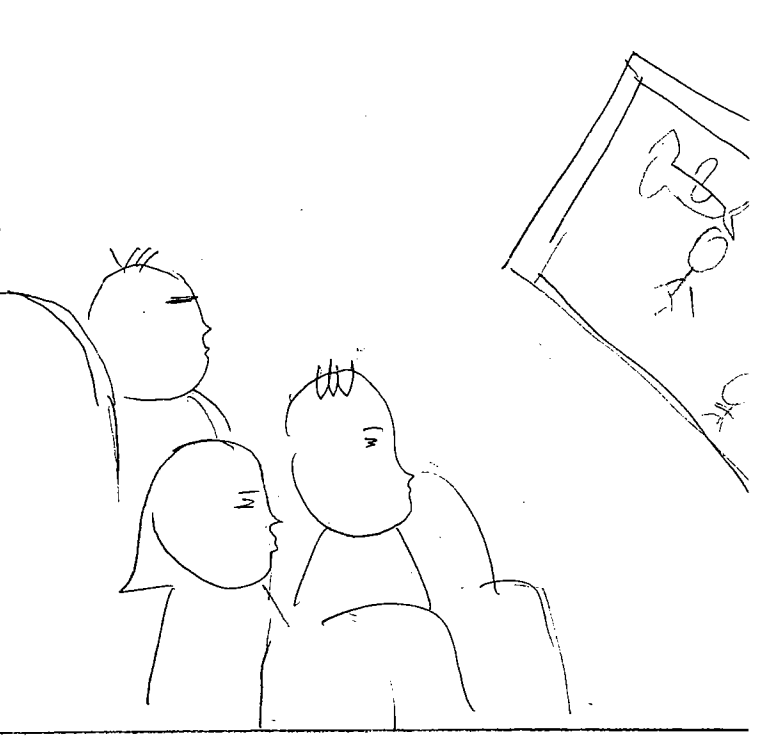
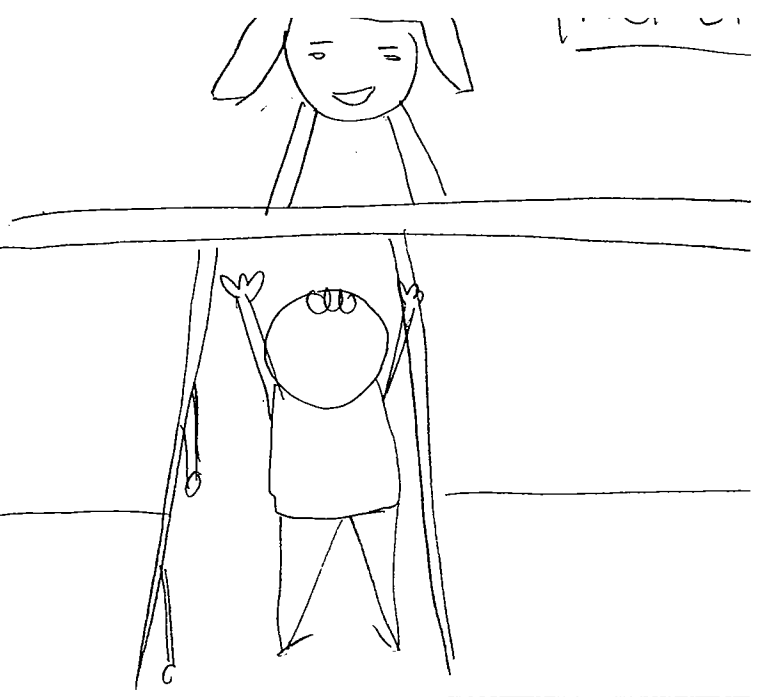
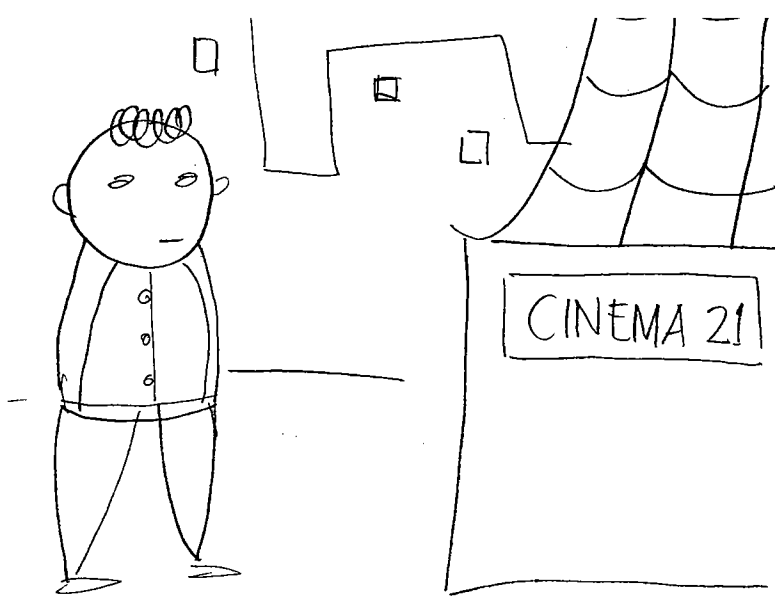
...





"Timun Emas" 😊





Appendix 8

Permission sheets

APPROVAL

THE USE OF PICTURES TO INCREASE THE STUDENTS' SPEAKING ABILITY IN CLASS XI OF
SMA 1 KASIHAN IN THE ACADEMIC YEAR OF 2011/2012

A THESIS PROPOSAL

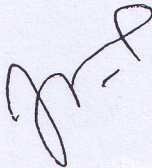
RIESTY WULANDARI

07202241017

Approved by :

Yogyakarta, 16 April 2012

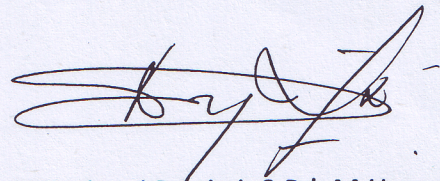
First Consultant



Dra Jamilah, M.Pd

NIP. 19630103 198803 2 002

Second Supervisor

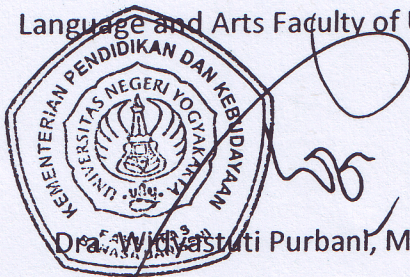


Dwiyani Pratiwi, S.Pd, M.Hum

NIP. 19770118 200112 2 001

Vice Dean 1

Language and Arts Faculty of UNY

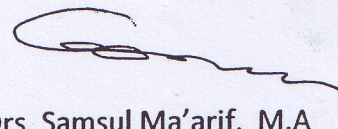


Dra Widiastuti Purbani, M.A

NIP 19610524 199001 2 001

Head of English Education Department

Language and Arts Faculty of UNY



Drs. Samsul Ma'arif, M.A

NIP 19530423 1979 1 004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 607h/UN.34.12/PP/IV/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

19 April 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Use of Pictures to Increase the Students' Speaking Ability of Class XI in SMA I Kasihan in the Academic Year 2011/2012

Mahasiswa dimaksud adalah :

Nama : R. ESTY WULANDARI
NIM : 07202241017
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2012
Lokasi Penelitian : SMA I Kasihan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan
Dekan I

Dr. Widyastuti Purbani, M.A.
NIP. 19524 199001 2 001



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln.Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 /828

Menunjuk Surat : Dari : **Sekretariat Daerah** Nomor : 070/3850/V/4/2012
Prop.DIY
Tanggal : 20 April 2012 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
b. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : **RIESTY WULADARI**
P.Tinggi/Alamat : **UNY, Karangmalang Yk**
NIP/NIM/No. KTP : **07202241017**
Tema/Judul Kegiatan : **THE USE OF PICTURES TO INCREASE THE STUDENT'S SPEAKING ABILITY OF CLASS XI IN SMA 1 KASIHAN IN THE ACADEMIC YEAR 2011/2012**

Lokasi : **SMA N 1 Kasihan**

Waktu : Mulai Tanggal : 20 April 2012 s/d 20 Juli 2012

Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul
Pada tanggal : 23 April 2012

A.n. Kepala
Sekretaris,
Ka. Subbag Umum



Tembusan disampaikan kepada Yth.

1. Bupati Bantul
 2. Ka. Kantor Kesbangpolinmas Kab. Bantul
 3. Ka. Dinas DI menof Kab.Bantul
 4. Ka. SMA N 1 Kasihan
- Yang Bersangkutan



SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3850/VI/4/2012

Membaca Surat : FAKULTAS BAHASA DAN SENI UNY Nomor : 607h/UN.34.12/PP/IV/2012
Tanggal : 19 April 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RIESTY WULANDARI NIP/NIM : 07202241017
Alamat : KARANGMALANG YK
Judul : THE USE OF PICTURES TO INCREASE THE STUDENTS' SPEAKING ABILITY OF CLASS XI IN SMA I KASIHAN IN THE ACADEMIC YEAR 2011/2012
Lokasi : SMA I KASIHAN Kota/Kab. BANTUL
Waktu : 20 April 2012 s/d 20 Juli 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 20 April 2012

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan

PLH. Kepala Biro Administrasi Pembangunan

**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Ka Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan

Appendix 9

Observation and Interview Guides

INTERVIEW GUIDES

Interview Guide 1 (Student)

1. Apakah kamu menyukai pelajaran Bahasa Inggris? Mengapa?
2. Apakah kamu suka dengan kegiatan *speaking*?
3. Apa saja kendala yang kamu hadapi saat *speaking* dengan menggunakan Bahasa Inggris?
4. Apa harapan kamu terhadap pelajaran Bahasa Inggris terutama *speaking*?

Interview Guide 2 (Student)

1. Dengan gambar, apakah lebih mudah dalam *speaking performances*? Mengapa?
2. Apakah gambarnya jelas dan menarik?
3. Apakah dengan gambar kamu termotivasi dalam belajar? Mengapa?
4. Dengan gambar, apakah kamu lebih aktif dalam mengikuti pelajaran? Jelaskan.
5. Apakah kegiatan belajar-mengajar (KBM) tersebut menyenangkan? Jelaskan.
6. Apakah dalam mengikuti KBM menemui kesulitan? Sebutkan kesulitan-kesulitan tersebut.
7. Kompetensi Bahasa Inggris apa yang meningkat setelah mengikuti KBM ini?

Interview Guide 3 (Student)

1. Apakah ada perbedaan mengenai materi yang diberikan dari saya dan sebelumnya? Jelaskan.
2. Apakah materi dari saya lebih mudah dipahami? Mengapa?

3. Apakah anda lebih semangat dalam mengikuti KBM dengan menggunakan materi bergambar seperti ini? Jelaskan.
4. Apakah dengan gambar lebih mudah dalam *speaking performances*? Jelaskan.
5. Apakah ada harapan-harapan dari anda mengenai pelajaran Bahasa Inggris agar lebih efektif? Jelaskan.

Interview Guide 4 (Teacher)

1. Menurut Anda bagaimana proses belajar mengajar Bahasa Inggris selama ini?
2. Apa saja kendala yang dihadapi saat pembelajaran Bahasa Inggris berlangsung?
3. Menurut Anda bagaimana kemampuan *speaking* siswa?
4. Apa harapan Anda dengan adanya Action Research yang akan dilaksanakan ini?

Interview Guide 5 (Teacher)

1. Apa yang menjadi kendala dari action yang telah dilakukan?
2. Melihat dari action yang telah dilakukan, apakah siswa lebih aktif dan senang?
3. Apakah ada perubahan/peningkatan dari siswa setelah dilakukan action dalam mengikuti KBM?
4. Apakah interview siswa itu dilakukan bersama-sama atau sendiri-sendiri? Idealnya berapa orang?
5. Apakah siswa jujur dalam mengerjakan pre-test dan post-test?
6. Apakah yang harus saya lakukan untuk action berikutnya sehingga KBM menjadi lebih baik?

Interview Guide 6 (Teacher)

1. Bagaimana menurut Anda dari semua action yang telah dilakukan?
Apakah ada peningkatan ataukah tidak? Jelaskan.
2. Bagaimana kondisi siswa sebelum ada action? Jelaskan.
3. Apakah ada peningkatan dari siswa dalam merespon kegiatan belajar-mengajar di kelas? Jelaskan.
4. Apakah dengan menggunakan design pembelajaran ini memberikan hasil yang maksimal dalam upaya peningkatan *speaking* siswa? Jelaskan.
5. Apakah hal-hal yang perlu ditingkatkan untuk menjadikan hasil yang terbaik?

OBSERVATION GUIDES

Observation Guide 1

Nama : Hari/Tanggal:
Jabatan : Jam :

1. Media (pictures):

- a. Dengan media gambar, apakah lebih mudah *speaking* dalam Bahasa Inggris?
.....
- b. Dengan media gambar apakah siswa lebih termotivasi?
.....
- c. Dengan media gambar, apakah siswa lebih aktif?
.....
- d. Dengan media gambar, apakah siswa lebih mudah memahami materi pelajaran?
.....
- e. Dari media gambar yang digunakan, apakah gambarnya menarik, jelas, dan ukurannya pas?
.....
- f. Apakah ada saran-saran lain berkaitan dengan media gambar yang digunakan?
.....

2. Hal-hal yang perlu diperbaiki untuk action selanjutnya:

.....
.....
.....

Observation Guide 1

Nama : **Hari/Tanggal:**
Jabatan : **Jam** :

1. Apakah penggunaan Bahasa Inggris di dalam kelas maksimal?

.....
.....
.....

2. Apakah kegiatan belajar-mengajar efektif dan efisien?

.....
.....
.....

3. Apakah siswa dapat merespon guru dengan baik ketika guru menyapa dan memberi perintah menggunakan Bahasa Inggris? Jelaskan.

.....
.....
.....

4. Dalam kegiatan belajar mengajar (KBM):

a. Apakah semua siswa terlibat aktif? Jelaskan.

.....
.....

b. Apakah semua siswa mempunyai kesempatan yang sama dalam KBM? Jelaskan.

.....
.....

c. Apakah semua siswa merasa senang selama mengikuti KBM? Jelaskan.

.....
.....

d. Apakah semua siswa patuh mengikuti semua kegiatan belajar mengajar satu persatu? Jelaskan.

.....
.....

e. Apakah siswa jujur dalam mengerjakan pre-test dan post-test? Jelaskan.

.....
.....

5. Apakah 'design pembelajaran' yang dipakai itu efektif dan efisien untuk meningkatkan kemampuan *speaking* siswa? Jelaskan.

.....
.....

Appendix 10

Students' Scores

Students' Scores

No.	Pre-test				Cycle 1				Cycle 2				Post-test			
	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary
1	5	5	5	5	6	6	6	6	6	6	6	7	6	6	7	7
2	5	5	5	5	6	6	6	6	6	6	6	7	6	6	7	7
3	6	6	6	6	7	6	7	7	7	7	7	7	7	7	8	8
4	7	7	7	7	8	8	7	9	8	8	8	9	8	8	9	9
5	6	6	6	6	7	7	7	8	8	7	8	8	8	8	8	8
6	5	5	5	5	7	7	6	7	7	7	7	8	7	7	8	8
7	6	6	6	6	6	6	7	7	6	6	7	7	6	6	7	8
8	5	5	5	5	7	7	6	8	7	7	7	8	7	8	7	8

No.	Pre-test				Cycle 1				Cycle 2				Post-test			
	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary	Fluency	Pronunciation	Accuracy	Vocabulary
17	6	6	6	6	7	7	7	7	7	7	8	7	7	8	8	7
18	7	7	7	7	7	7	7	8	7	7	8	8	7	8	8	8
19	5	5	5	5	6	6	6	7	6	6	7	7	6	7	7	7
20	4	4	4	4	7	7	7	8	7	7	8	8	7	7	8	8
21	6	6	6	6	8	7	7	8	8	7	8	8	8	8	8	8
22	6	6	6	6	7	7	7	7	7	8	7	8	7	8	8	8
23	6	6	6	6	7	6	7	8	7	7	7	8	7	7	8	8
24	5	5	5	5	6	6	6	6	6	6	7	7	6	7	7	7
25	6	6	6	6	7	7	6	7	7	7	6	7	7	7	7	7